

**USING DIRECTED READING-THINKING ACTIVITY (DR-TA)
TO IMPROVE THE READING COMPREHENSION ABILITY OF
THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1
YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



By:

Riana Novita

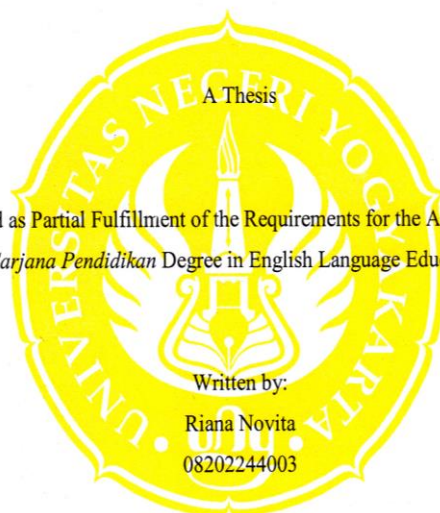
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

2014

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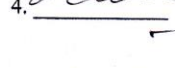
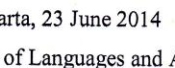
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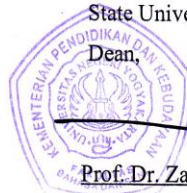
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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Penulis,



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DEDICATIONS

I sincerely dedicate this thesis to:

- *My mother, the one who always makes me feel strong and protects me with her prayers. I do love you, Mom 😊.*
- *Me myself, for my hard work and my future.*

MOTTOS

I may not be able to make everything perfect, but I know that at least

I always have chances to make them better. Don't lose hopes.

(I myself)

If you don't like something, change it. If you can't change it, change

your attitude. Don't complain. (Maya Angelou)

Everything will be okay in the end. If it's not okay, it's not the end.

(Unknown)

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 22 May 2014
The writer,

Riana Novita

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
SURAT PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDIXES	xiv
ABSTRACT	xv

CHAPTER I: INTRODUCTION

A. Background of the Problems	1
B. Identification of the Problems	3
C. Limitation of the Problems	6
D. Formulation of the Problem.....	7
E. Objectives of the Research	7
F. Significance of the Research	7

CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review	9
1. The Nature of Reading Comprehension	9
a. Definitions of Reading and Comprehension	10
b. Types of Reading Comprehension	12
c. Components of Reading	13
d. Characteristics of Written Texts.....	15

e. The Processes of Reading	17
f. Reading Subskills	21
g. Strategies for Reading Comprehension	22
2. Teaching Reading Comprehension	24
a. Principles in Teaching Reading Comprehension.....	25
b. Types of Classroom Reading	28
c. Teaching Reading Comprehension in Junior High Schools	30
d. Assessing Reading Comprehension	36
3. Directed Reading-Thinking Activity (DR-TA)	38
a. The Nature of Directed Reading-Thinking Activity (DR-TA).....	38
b. The Teaching of Reading Using Directed Reading-Thinking Activity (DR-TA).....	40
B. Reviews of Related Studies	43
C. Conceptual Framework.....	44

CHAPTER III: RESEARCH METHOD

A. Research Design	47
B. Research Setting	48
C. Research Subjects	49
D. Data Collection	49
E. Data Analysis.....	52
F. Data Validity and Reliability	54
G. Research Procedure	62

CHAPTER IV: RESEARCH FINDINGS

A. Reconnaissance.....	66
1. Identification of the Field Problems	66
2. Determination of the Actions to be Implemented..	77

B. Implementation of the Actions.....	78
a. Report of Cycle 1	79
1) Planning	79
2) Action and Observation	81
3) Reflection	94
b. Report of Cycle 2	112
1) Planning	113
2) Action and Observation	114
3) Reflection	122
C. Findings and Discussion	131
 CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions	141
B. Implications	143
C. Suggestions	144
 REFERENCES.....	146
APPENDIXES	149

LIST OF TABLES

	Page
Table 1 : SK and KD of the Reading Skill for Grade VIII of JHSs in the First Semester	31
Table 2 : Research Schedule	48
Table 3 : Data, Data Collection Techniques and Instruments	50
Table 4 : Analysis Results using Three Item Indices through ITEMAN 3.00 for Items in the Pre-Test, Post-Test I and Post-Test II	61
Table 5 : Field Problems in the English Teaching and Learning Process of Reading in Class VIII H in the First Semester of the 2013/2014 Academic Year	76
Table 6 : Selected Problems and Selected Actions to Overcome the Problems	78
Table 7 : Analysis Results of Paired-Samples T Test Using SPSS 22.00 for Students' Mean Scores in Pre-Test and in Post-Test I	136
Table 8 : Analysis Results of Paired-Samples T Test Using SPSS 22.00 for Students' Mean Scores in Post-Test I and in Post-Test II	137
Table 9 : Research Findings	138

LIST OF FIGURES

	Page
Figure 1 : The Model of the Bottom-Up Process and the Top-Down Process	19
Figure 2 : The Model of the Interactive Process	20
Figure 3 : Conceptual Framework	46
Figure 4 : The Cyclical AR Model Proposed by Kemmis and McTaggart Cited in (Burns, 2010: 9)	48
Figure 5 : Components of Data Analysis: the Interactive Model (Miles and Huberman, 1994: 12)	53
Figure 6 : Validity and Reliability of the Research	55
Figure 7 : Stages of Test Development	58
Figure 8 : Research Procedures	63
Figure 9 : Results of a Pre-Test on Reading Comprehension	75
Figure 10 : The students do their pre-test independently	82
Figure 11 : The researcher reminds the students about the time left to complete the pre-test	82
Figure 12 : The researcher tries to encourage the students to participate in the teaching and learning activities	84
Figure 13 : Some students participate in the teaching and learning activities in the first meeting	85
Figure 14 : The researcher shows presentation slides and explains about the Directed Reading-Thinking Activity and how to use the Prediction Verification Checklists during the activity to the students	87
Figure 15 : Pictures illustrating the text and some questions are displayed to facilitate prediction making	90
Figure 16 : Some students write down their prediction on the white board	90

Figure 17	:	Examples of Students' Prediction Verification Checklists from Meeting II	99
Figure 18	:	Examples of Students' Prediction Verification Checklists from Meeting III	100
Figure 19	:	The researcher checks the groups' work in the prediction stage and helps them express their predictions in English	117
Figure 20	:	A group of students is busy typing their prediction using laptop keyboard to make it appear on the LCD so that the whole class can see it	118
Figure 21	:	A student reads a chunk of the text entitled " <i>Visiting Grandma</i> " displayed on the slides in the reading stage ...	118
Figure 22	:	Some groups ask the researcher to examine whether their predictions have been legible or not	120
Figure 23	:	Some students volunteer themselves to write the prediction in the predicting stage of DR-TA	120
Figure 24	:	The students are actively involved in the proving/disproving stage of DR-TA	120
Figure 25	:	Examples of Students' Prediction Verification Checklists from Meeting IV	124
Figure 26	:	Examples of Students' Prediction Verification Checklists from Meeting V	125
Figure 27	:	The Mean Scores of Pre-Test, Post-Test I and Post-Test II	135
Figure 28	:	Improvements in the Percentage of Students Meeting the KKM in Pre-Test, Post-Test I and Post-Test II	138

LIST OF APPENDIXES

	Page
Appendix A : Students' Attendance List	150
Appendix B : Observation Sheets	152
Appendix C : Field Notes	165
Appendix D : Interview Guidelines	176
Appendix E : Interview Transcripts	181
Appendix F : Reading Comprehension Tests	201
Appendix G : Students' Scores of Reading Comprehension Tests	274
Appendix H : Paired-Samples T Test Analysis Results	277
Appendix I : Course Grids	279
Appendix J : Lesson Plans	291
Appendix K : Letters	347

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Abstract

This research aims to improve the reading comprehension ability of the eighth grade students of SMP Negeri 1 Yogyakarta in the academic year of 2013/2014 using Directed Reading-Thinking Activity (DR-TA).

This was action research. The researcher in collaboration with the English teacher of SMP Negeri 1 Yogyakarta, Bapak Ponijo, S. Pd., conducted the research. The research was conducted in two cycles following the cyclical action research model consisting of planning, acting, observing, and reflecting. The subjects of this research were 35 Class 8H students. In this research, there were two types of data, i.e. qualitative data and quantitative data. The qualitative data consisted of field notes obtained from observations and interview transcripts obtained from interviews with the students and the research collaborator. Meanwhile, the quantitative data in the forms of students' reading comprehension scores were obtained from reading comprehension tests (a pre-test and two post-tests). To ensure validity and reliability of the data, the researcher employed five criteria of validity, i.e. democratic validity, outcome validity, process validity, catalytic validity and dialogic validity as well as time triangulation, investigator triangulation, and theoretical triangulation for qualitative data. Then, for quantitative data, the researcher employed content validity and internal consistency through Cronbach's alpha. Finally, the qualitative data were analyzed by reducing data, displaying data, as well as drawing and verifying conclusions while the quantitative data were analyzed using paired-samples t-test through SPSS 22.00.

The findings of this research suggest improvements in the students' reading comprehension ability. Improvements in students' reading comprehension ability occurred particularly in the ability to find out the main idea, identify important information, deduce the meaning of unfamiliar lexical items, understand references, and make inferences. In Cycle 1, the students' first post-test mean score was 71.20, higher than their pre-test mean score, which was 61.37. Using paired-samples t-test through SPSS 22.00, the analysis results showed the two-tailed p -value (0.006) < 0.05 , which indicates a significant improvement. Likewise, in Cycle 2, the students' second post-test mean score was 80.00, also higher than their first post-test mean score, which was 71.20. The analysis results also suggested a significant improvement, where the two-tailed p -value (0.006) < 0.05 . In addition, there were also improvements in the teaching and learning process of reading. The students participated actively in the teaching and learning activities of reading, especially during DR-TA activities.

CHAPTER I

INTRODUCTION

A. Background of the Problems

In Indonesia, the use of English has unquestionably become progressively dominant. When coming to public places such as restaurants, airports or tourist resorts, people can easily notice signs containing pieces of information written in English. Moreover, English has become one of the compulsory subjects taught at schools in Indonesia. The government has also placed English as one of the subjects assessed in the National Examination for junior high school students and senior high school students which determines whether a student graduates or not. In so doing, it is important for those students to master English.

English instruction in Indonesia is focused on the development of four skills, namely *listening*, *speaking*, *reading* and *writing* (BSNP, 2006). Consequently, to be proficient in English, students need to master those four skills. With no intention to undervalue the other skills, the researcher considers the reading skill as the most significant one for several reasons. First, many learning materials are composed in the form of written texts so that a good skill of reading will be beneficial for the mastery of those learning materials. Second, the reading skill does not only support the improvement of students' reading ability itself but also contributes to the improvement of the other English skills. For example, as Richards and Renandya (2002) express, good written texts provide good models for writing. Also, students may learn something from reading such

as new vocabulary and grammar which they may use when practicing the other skills. Thus, the reading skill is crucial in order to master English.

However, to master the reading skill, students should first master reading microskills. Based on the current curriculum in Indonesia, the School-Level Curriculum or *Kurikulum Tingkat Satuan Pendidikan*, English instruction at junior high schools is aimed at understanding and/or producing oral and/or written texts realized within the four English skills (BSNP, 2006). Thus, in response to the reading skill, students are expected to be able to understand written texts. Still, “a text does not by itself carry meaning” (Brown, 2001: 299). To understand a text requires understanding the language of the text at the word level, the sentence level, and the whole-text level, in addition to connecting the message of the text to the knowledge of the world (Spratt *et al.*, 2005).

The researcher conducted several interviews with the English teacher and some grade VIII students of SMPN 1 Yogyakarta on reading instruction in the school. The findings suggested that the students remained having difficulties in understanding English texts. They lacked vocabulary and grammatical knowledge important to comprehend the texts. They also tended to translate every single word instead of using reading strategies such as guessing meaning from the context to understand such texts. Those problems make reading frustrating which in turn may make the students discouraged. Moreover, they also could not express their understanding of the texts smoothly since their answers were often illegible, not to mention some of their undisciplined habits during the classroom activities that eventually made those problems worse. In addition, the teaching and learning

activities had not provided the students with enough opportunities to show and check their comprehension. Also, the use of media remained inadequate.

Considering the importance of reading comprehension for the students' successful English mastery, it is necessary to overcome the aforementioned problems. Those problems indicate the need in an appropriate teaching strategy that cannot only help improve students' comprehension ability but that can make them actively participate in the reading class as well. In this case, the researcher suggests the use of Directed Reading-Thinking Activity (DR-TA). DR-TA helps students comprehend texts by activating their background knowledge related to the texts and promote the use of reading strategies. In addition, the students' comprehension progress *before*, *while* and *after* reading is monitored during the discussion so as to prevent the students from misunderstanding the texts. Also, DR-TA uses media and activities that can help the students understand the text and make them actively involved in the teaching and learning process. It is expected that DR-TA will be an effective way to teach students reading to improve their comprehension.

B. Identification of the Problems

Being able to comprehend English texts is crucial. However, the findings of the interviews with the English teacher and some students of Class VIII H of SMPN 1 Yogyakarta, in addition to the classroom observation and a pre-test on reading comprehension, revealed several crucial problems that the reading instruction in that school met. The problems were stemmed from several factors,

namely the students' reading skill, the teaching and learning activities of reading in the class and the use of media during the teaching and learning activities of reading.

The first factor influencing reading instruction is related to students' reading skill. The students remained having difficulty comprehending an English text. They lacked vocabulary and grammatical knowledge important to understand the text. Consequently, they often found it difficult to understand the text. They almost could not find the main idea and some of the supporting details of the text, even they often misunderstood some of the information presented in the text. All that they knew was to translate every single word unfamiliar for them. They had not learned to guess meaning using context or to employ their background knowledge related to the text. In addition, they could not express their understanding to a text clearly and smoothly and therefore it often made their answers to open-ended questions illegible. When answering such questions, many students did not use their own language to answer the questions. Instead, they tended to do "copy and paste" a part of the text having the same words as what the questions had in a full sentence. It may indicate their inability to use English to express their answer.

The next factor has something to do with the teaching and learning activities of reading in the class. The activities were less varied. Findings from the classroom observation had shown that the activities that the teacher arranged for the students only consisted of explaining unfamiliar words taken from a text to the students and having them read the text before they answered some questions

based on the text. Actually, vocabulary mastery is not the only aspect to be successful in comprehending an English text. The students' background knowledge about the text being discussed also needs to be explored. Moreover, the task sequence that the students received had not sufficiently facilitated the students' learning process since the tasks provided the students less opportunities to express, discuss and verify their understanding about the text. The activities also could not attract their interest and motivation to get engaged. This might be indicated by some students who did not pay attention to the teacher during the teaching and learning activities of reading or who did not complete the task given.

Finally, the use of media to support the teaching and learning process also had not been maximized. The classroom has actually been equipped with an LCD and a screen. However, it was not utilized. To teach reading, the teacher distributed a piece of paper containing a text and a list of comprehension questions to answer. It did not provide the students with much help especially to find clues to help them comprehend the text. It is also less attractive to catching the students' attention to join the activities. If more media are used, the teaching and learning process may be more interesting and bring about a more fruitful result.

This research uses those problems as the basis to implement an alternative in teaching reading. DR-TA is then chosen since the stages it has offer students more assistance in comprehending an English text. It activates students' background knowledge of the text, provides them with reading purposes, makes them employ reading strategies and monitors their comprehension. It also has the

students actively involved in the teaching and learning activities. In addition, compared to the teaching and learning activities described above, the use of more media such as pictures, an LCD and a screen to display the text used will be more able to make the activities more attractive to the students. Therefore, the action becomes essential for the success of the students in comprehending English texts.

C. Limitation of the Problems

All those problems identified in the identification of the problems are crucial to overcome. However, the researcher was confronted with time limitation. As the research was conducted nearly at the end of the semester, the school allowed the research to be conducted only in six meetings within three weeks. This time limitation made it a must for the researcher to limit the problems to focus on for the sake of the success of the research. For that reason, this study focused only on improving students' reading comprehension ability using Directed Reading-Thinking Activity (DR-TA). Recount texts were then chosen in accordance with the Standard of Competence and the Basic Competence for Junior High School students grade VIII and the features of the selected action itself. Class VIII H students of SMPN 1 Yogyakarta were selected because the students encountered problems in comprehending English texts.

D. Formulation of the Problem

In line with the background of the problems, the identification of the problems, and the limitation of the problems, the problem in this research is formulated as follows.

“How can Directed Reading-Thinking Activity (DR-TA) be used to improve the reading comprehension ability of the eighth grade students of SMPN 1 Yogyakarta in the academic year of 2013/2014?”

E. Objective of the Research

In reference to the formulation of the problem, the objective of the research is to improve the reading comprehension ability of the eighth grade students of SMPN 1 Yogyakarta in the academic year of 2013/2014 using Directed Reading-Thinking Activity (DR-TA).

F. Significance of the Research

1. Theoretical Significance of the Research

This research enriches studies of Teaching English as a Foreign Language (TEFL), especially the ones dealing with techniques to improve students' reading comprehension ability.

2. Practical Significance of the Research

The practical significance of the research is given as follows.

a. For English Teachers

The research findings are expected to guide English teachers in conducting reading instruction to facilitate students' comprehension.

b. For Students

The research is supposed to encourage students to improve their reading comprehension ability since they are armed with strategies on how to figure out information from written texts.

CHAPTER II

LITERATURE REVIEW

This study focuses on the implementation of Directed Reading-Thinking Activity (DR-TA) in the attempt to improve students' reading comprehension ability. To strengthen the conceptual framework of the study, this section presents underpinning theories related to this research. The discussion of this section is divided into three main parts, (1) a theoretical review which discusses theories related to this research, (2) reviews of related studies which comprise relevant research to this study, and (3) a conceptual framework which relates the theories in the theoretical review to this research.

A. Theoretical Review

This part discusses theories related to this research. The discussion is divided into three main topics, i.e. the nature of reading comprehension; teaching reading comprehension; and Directed Reading-Thinking Activity (DR-TA).

1. The Nature of Reading Comprehension

In this discussion on the nature of reading comprehension, there are some theories to be discussed. It starts with (1) the nature of reading and comprehension, (2) types of reading comprehension, (3) components of reading, (4) characteristics of written texts, (5) the three processes of reading suggested by

experts, (6) reading subskills, and (7) strategies to maximize reading comprehension.

a. Definitions of Reading and Comprehension

There are some experts proposing different definitions of reading such as Richards and Schmidt (2002), Brown (2004), Spratt, Pulverness and Williams (2005) and Johnson (2008). According to Richards and Schmidt (2002) as well as Johnson (2008: 3), readers read a text to understand its contents (comprehension). Moreover, Spratt, Pulverness and Williams (2005) explains that comprehending a text involves understanding the language of the text at word level, sentence level and whole-text level. In addition, Brown (2004) inserts that in the attempt to comprehend texts, readers use a set of schemata or their knowledge about the world while they are reading. In short, it can be concluded that readers try to understand a text when they read it. To do that, they do not only interact with the text itself but also activate their background knowledge about the text. This comprehension can be achieved after they manage to understand words and sentences composing the text so as to make them understand the whole text.

Nevertheless, there is a type of reading which does not require readers to understand the text. Richards and Schmidt (2002) affirm that oral reading, saying a written text aloud, can be done with or without an understanding upon its contents. This is consistent with Brown (2001) stating that reading does not always lead to comprehension. Hence, there is a gap between reading and comprehending.

Corresponding to the previous explanation by Spratt, Pulverness and Williams (2005) that readers should understand the words and sentences composing the text in order to comprehend a text, Neufeld (2005) explains that this process is intentional in nature and therefore, to comprehend a text, readers should have a reading purpose first. Likewise, Jacobson and Ianiro (2007) emphasize that whatever the purpose of reading is, understanding is always a part of the reading purpose. In short, to comprehend a text is what makes one reads.

Furthermore, Jacobson and Ianiro (2007) insert that in the attempts to comprehend a text, readers construct meaning from the text as they read it by absorbing new information found in the text and comparing it to the one in their pre-existing knowledge. So, as they read a certain text, their understanding upon the information related to the topic of the text increases gradually and sometimes changes to fit the information presented in the text. This idea is similar to the concept of accommodation and assimilation suggested by Piaget as explained in Cameron (2001) that learners will either absorb new information without any changes made on their schemata (*assimilation*) or adjust their schemata to fit the new information they receive (*accommodation*). These ways facilitate their learning progress.

Deepening the discussion on comprehension, Richards and Schmidt (2002: 99) add:

Comprehension is the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (BOTTOM-UP PROCESSING) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (TOP-DOWN PROCESSING).

Therefore, comprehension involves active processes and it does not only result from the information contained in the text but also from the interaction with background knowledge that readers bring to the text.

Concisely, reading a text is different from comprehending a text. Comprehension is the product of reading. However, not all types of reading leads to comprehension since reading does not always require readers' understanding upon the text as in the case of reading aloud. To comprehend a text, readers should have reading purposes and bring their background knowledge of the text to the reading process. Comprehension is not a single skill of reading. It instead requires the presence of many reading subskills. It is created after the readers have managed to understand the relationship between the words and sentences composing the text.

b. Types of Reading Comprehension

Experts categorize reading comprehension into different types. This part presents the categorizations of reading comprehension by Richards and Schmidt (2002) and Westwood (2008). They will be further explained as follows.

Westwood (2008) divides reading comprehension into three different levels, i.e. literal, inferential and critical comprehension. The literal comprehension is the most basic one. It is where readers are able to understand the factual information presented in a text because that information in the text is stated explicitly. The next level, the inferential comprehension, is where readers are able to go beyond the words on the page in order to draw inferences related to the text. At this stage,

readers use information effectively to deduce cause and effect, and to anticipate what may come next. The last level, the critical comprehension, is where readers are able to evaluate what they are reading.

Another categorization of reading comprehension by Richards and Schmidt (2002) approves that comprehension involves concluding both the explicitly-stated information and implicitly-stated information as well as criticizing the information contained in the text. In addition, they see another type of reading comprehension, which is appreciative comprehension. According to them, readers who perform appreciative comprehension read a text in order to gain an emotional or other kind of valued response from the text.

In summary, there are four types of reading comprehension suggested by experts, namely literal, inferential, critical and appreciative comprehension. Readers perform literal comprehension to conclude explicitly-stated information. Unlike literal comprehension, inferential comprehension is performed to infer implicitly-stated information. As the names imply, readers perform critical comprehension to criticize the text they read and they perform appreciative comprehension to gain emotional response. However, this research will only focus on literal and inferential comprehension.

c. Components of Reading

This part explains components of reading. According to experts, readers are able to comprehend texts only if key components of reading are in place. Curtis

and Bercovitz in Jacobson and Ianaro (2007) and Maharaj (2008) propose a bit different components of reading. Each of them is explained as follows.

There are four components of reading suggested by Curtis and Bercovitz in Jacobson and Ianaro (2007), namely alphabetic, vocabulary, fluency, and comprehension. To describe the relationship among these components, Kruidenier in Jacobson *et al.* (2007) illustrates that while reading, readers decodes words (alphabetic) contained in a text, associates the words with meanings stored in their memory (vocabulary), and processes phrases and sentences composing the text rapidly enough (fluency) in order to build comprehension during the reading process. This sequence to comprehension is somewhat similar to what Spratt, Pulverness and Williams (2005) has explained previously. It is indicated that in the attempt to make meaning from a text, one component influences the other components.

Meanwhile, Maharaj (2008) suggests phonemic awareness and word recognition instead of alphabetic as the other reading components apart from vocabulary, fluency, and comprehension. In relation to phonemic awareness, she explains that learners need to understand that words are made up of speech sounds called phonemes and therefore they should know how each word sounds. Meanwhile, word recognition refers to skills that readers need in order to be able to read unknown words. There are two main elements involved in word recognition, namely phonics and sight words. Phonics instruction teaches the relationship between the letters of written language and individual sounds of

spoken language. Sight words are words which learners recognize through features such as their shape and length.

In a nutshell, reading components is crucial in the attempt to understand a text. Reading components such as alphabetic, phonemic awareness and word recognition deal especially with oral reading since they demand readers to know how words in print sound. They deal with the ability to hear and manipulate the sound in oral language. Together with the other reading components, i.e. vocabulary, fluency and comprehension, these reading components help readers build meaning from the text.

d. Characteristics of Written Texts

Written texts differ from spoken texts in many ways. Brown (2001) mentions seven characteristics of written texts by comparing them to the ones featured in spoken texts. He explains those characteristics as follows.

1) Permanence

Once someone speaks something, a sentence for example, it vanishes. The hearer will only have the chance to listen to it once unless someone records the sentence. Different from spoken texts, written texts are permanent and therefore their readers have an opportunity to return again and again to the texts.

2) Processing Time

Unlike spoken texts which force listeners to be able to follow the speaker's rate of delivery when producing spoken texts, written texts ease their readers to understand them in their own processing time.

3) Distance

Through written texts, it is possible to deliver messages from some other place at some other time. Readers do not have to be engaged in face-to-face conversations with the author to accept the messages as what spoken texts do. To understand the messages, all that readers have is only the written texts. They cannot directly get the answers from the author as what listeners can do to the speaker in spoken conversations. Therefore, this creates distance between them.

4) Orthography

In spoken language, listeners have phonemes along with stress, rhythm, intonation, pauses, nonverbal cues, and the like which enhance the message. In written language, readers are only provided with graphemes to understand the content of the text. Punctuation and other items such as pictures or charts featured within the text help readers to understand the text.

5) Complexity

Spoken language tends to have shorter clauses which are connected by more coordinate conjunctions. On the contrary, writing has longer clauses and more subordination.

6) Vocabulary

Written English typically utilizes a greater variety of lexical items than spoken English does. Lower-frequency words often appear in written texts because they facilitate the writer with more processing time due to the desire to be precise in writing.

7) Formality

This refers to prescribe forms that certain written messages must follow which thus make writing more formal than speech. In written texts, they have rhetorical formality which requires writers to have logical order for comparing and contrasting something, opening and closing, and so on.

Briefly, there are seven characteristics differing written language from the spoken one. Written texts are permanent and therefore their readers have an opportunity to return again to the texts. They ease their readers to understand them in the readers' own processing time. However, readers cannot directly interact with the author. To understand the messages, all that readers have is only the written texts. Compared to spoken texts, these written texts consist of longer clauses and more subordination. They also utilize a greater variety of lexical items whereby lower-frequency words often appear due to the author's desire to be precise in writing. In addition, information contained in the texts is also arranged using rhetorical formality. Such features of written texts might be either accommodating or disruptive for comprehension.

e. The Processes of Reading

Reading comprehension is the process in which readers construct meaning from the text. In the attempt to understand a text, readers use their pre-existing knowledge related to the text, in addition to their knowledge about knowing the language. However, the way these two aspects interact may differ from one reader to another reader. Brown (2001) suggests three types of reading processes, namely

bottom-up process, top-down process and the one combining the bottom-up process and the top-down process called interactive reading.

1) The Bottom-Up Process

The bottom-up process, as the name imply, uses parts to understand a whole. Harmer (2007) draws an analogy between the bottom-up processing and studying individual trees growing within a forest. In line with Harmer (2007), Brown (2001) explains that in the bottom-up processing, readers process the text using their knowledge about language such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers which compose a text and therefore it is also known as a data driven-operation since it is those items serving as the data which help the readers make meaning from a text. In addition, May (2009) also explains that this model assumes reading as a process of building letters into words, words into sentences or phrases and then proceeds to the overall meaning. In so doing, meaning takes place after accurate decoding of print.

2) The Top-Down Process

Contrary to the bottom-up process, the top-down process is a meaning driven process. In this process, readers use meaning predictions to process the print. Harmer (2007) states that the top-down process has the readers get a general view of a reading passage by absorbing the overall picture and this process is greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across. In addition, Richards and Renandya (2002) define this process as a process having readers actively construct meaning based

on their expectations, inferences, intentions, and other relevant prior knowledge. Talking about this top-down process, Brown (2001) states it involves a risky guessing-game, meaning that readers use their intelligence and experience to process the print.

The figure below illustrates the difference between the bottom-up approach and the top-down approach by Vacca (1996) in May (2009: 10).

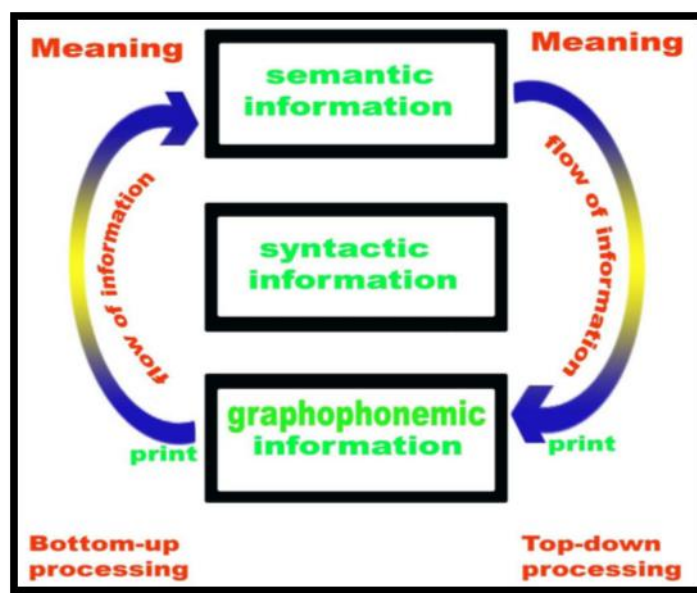


Figure 1: The Model of the Bottom-Up Process and the Top-Down Process

3) The Interactive Process

It has already been explained that the interactive approach to reading combines the bottom-up process with the top-down process. According to Nuttall as cited in Brown (2001), when it comes to reading, readers continually shifts from the top-down approach to the bottom-up approach and vice versa. They use the top-down approach to predict the probable meaning and then move to the bottom-up approach to check whether their prediction is really what the writer

says. Also, Harmer (2007) sees reading as interactions between these two processes. According to him, it is sometimes the individual details that help readers understand the whole and vice versa.

The following figure illustrates the interactive process proposed by Vacca (1996) in May (2009: 11).

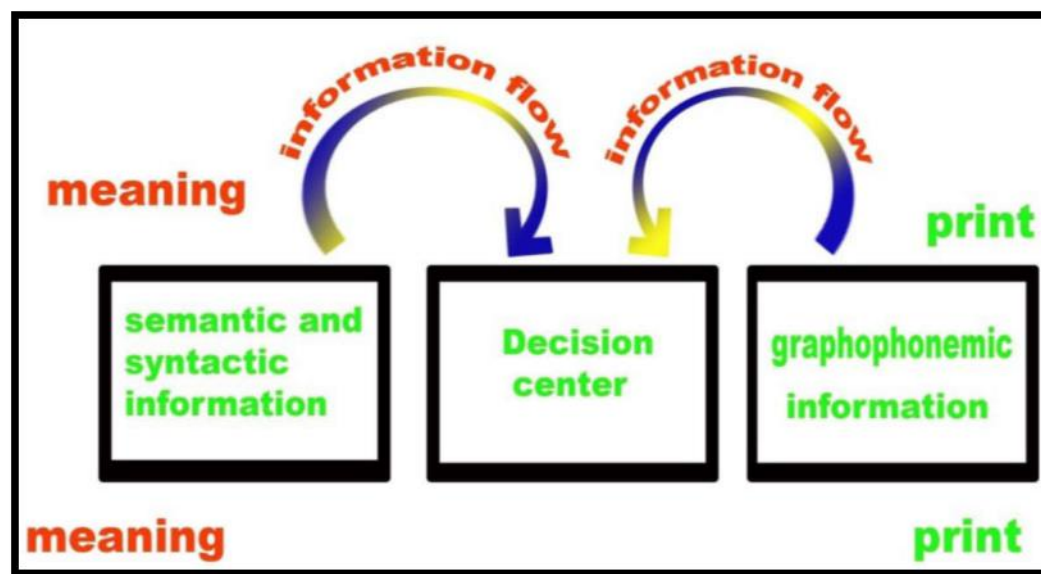


Figure 2: The Model of the Interactive Process

As a final point, there are three approaches to reading, namely the bottom-up process, the top-down process, and the interactive process. In the bottom-up process, readers focus on the elements of language and process the print using these elements together to build up a whole, whereas in the top-down process, readers' background knowledge concerning the text is significant for successful comprehension. Lastly, according to the interactive process, readers alternately employ those two processes to process the print.

f. Reading Subskills

Reading is not one single skill. It consists of several subskills. To master reading therefore means mastering these reading subskills. The terms reading macroskills and microskills are often used interchangeably with reading subskills, whereby the first involves understanding the ideas in the text and the latter requires recognizing and interpreting linguistic features of the text.

Brown (2004) and Spratt, Pulverness and Williams (2005) propose several reading subskills. According to Brown (2004: 187-188), the reading skill is divided into a number of reading macroskills and microskills. They are mentioned as follows.

Microskills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verb, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written text, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

14. Develop and using reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of texts.

In addition, Spratt, Pulverness and Williams (2005) states that when readers read, they do not necessarily read every single word in the text. It depends on their reason or reading purpose which eventually influences the way they read. Consequently, it determines which reading subskills they should use. According to Spratt, Pulverness and Williams (2005), reading subskills involves reading for specific information (scanning), reading for gist (skimming) and reading for details. It can be assumed that these reading subskills are reading strategies which the use need to suit readers' reading purpose.

In relation to teaching-learning activities, teachers should consider these reading subskills in order to specify reading objectives. Given the research focus, this study only focused on improving several reading subskills that help students comprehend a text better. Those subskills were the ones related to the students' abilities to access information from the text such as the main idea and supporting details of a text as well as knowledge related to generic structures and linguistic features of the text.

g. Strategies for Reading Comprehension

Strategies are defined as ways of reaching a certain goal. Westwood (2008), May (2009) and Lems, Miller and Soro (2010) confirm that strategies can be applied to enhance reading comprehension. In addition, Brown (2001: 306) states that "reading comprehension is primarily a matter of developing appropriate,

efficient, comprehension strategies.” In brief, reading strategies helps readers comprehend a text.

There are many experts offering strategies for reading comprehension, among of them are Brown (2001), Richards and Schmidt (2002), Maharaj (2007) and Neufeld (2005). Brown (2001) lists ten strategies for reading comprehension which relate either to the bottom-up approach or to the top-down approach. Those are: identifying the purpose of reading, using graphemic rules and patterns to aid in bottom-up decoding, using efficient silent reading techniques for relatively rapid comprehension, skimming the text for main ideas, scanning the text for specific information, using semantic mapping or clustering, guessing when the readers feel uncertain, analysing vocabulary, distinguishing between literal and implied meanings, and capitalizing on discourse markers to process relationship.

Moreover, Richards and Schmidt (2002), Neufeld (2005) and Maharaj (2007) concur that reading strategies, in practice, should be used before, while, and after reading. Richards and Schmidt (2002) exemplify reading strategies to be used in each stage. They suggest that readers should preview and set purposes for reading first before reading, monitor comprehension and adjust their reading purposes while reading then summarize and evaluate the text they read after they finish reading.

Besides using strategies before, while, and after reading, Neufeld (2005) also states that readers should be armed with the skills to raise and to answer the questions they have asked in the attempt to comprehend the text. These question-raising and answering are integrated with each reading strategies. They provide

reading purposes, i.e. to answer the questions raised, and drive the use of reading strategies, given that different reading purposes employ different reading strategies.

In summary, a number of reading strategies help readers understand a text. These reading strategies are related to the bottom-up approach and the top-down approach to reading. In practice, readers should use these strategies before, while and after reading.

2. Teaching Reading Comprehension

There are several definitions of teaching such as the one proposed by Banks (2000) and Brown (2007). According to Banks (2000), teaching is an active process in which one person shares information with others to provide them with information resulting in behavioural changes. Meanwhile, according to Brown (2007: 8), teaching means “... showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, or causing to know or understand.” Thus, it can be defined that teaching reading comprehension means sharing information through sequences such as modelling, instructing and providing assistance in order to bring changes in learners’ ability and attitude towards reading at the end of the teaching process.

The issues concerning teaching reading are worth considering in establishing the effective reading teaching and learning process. Those issues among of them cover (1) principles in teaching reading comprehension, (2) types

of classroom reading performance, (3) issues related to teaching reading in Indonesia and (4) sequences in teaching reading as well as (5) assessing reading.

a. Principles in Teaching Reading Comprehension

A text does not by itself carry meaning (Brown, 2001: 299). Therefore, in the teaching of reading, the teacher cannot teach reading to the students by simply giving them a text and then asking them to understand it by themselves. They had better not assume reading as a skill that the students will take it for granted (Brown, 2004: 185). They should consider principles to be applied in classroom reading instruction to maximize students' comprehension. Harmer (2001) and Nation (2008) propose principles in teaching reading. They are explained as follows.

There are six principles in teaching reading suggested by Harmer (2001). First, teachers should be aware that reading is not a passive skill and therefore they should scaffold students understand the reading text. Second, teachers should engage students with what they are reading by making them actively interested in what they are reading in order that they benefit from the materials. The next principle is that teachers should encourage students to respond to the content of the reading text, in addition to the language use. The message of the text is as important as the way the text uses the language. Latter, teachers should give students hints to predict what is coming since predicting makes them better and more engaged readers. Fifth, teachers should match the reading task to the topic of the reading text. According to Harmer (2001), the most interesting reading text can be undermined by asking boring and inappropriate questions. In contrast,

imaginative and challenging tasks can make the most commonplace passage really exciting. Finally, good teachers exploit a reading text to the full. They integrate the reading text into interesting class sequences by using the topic for discussion and further tasks, using the language for study and later activation.

In essence, classroom reading instruction should facilitate the improvement of students' reading ability. Reading is receptive in nature and the teacher is in charge of assisting the students to receive both information and the linguistic knowledge from the reading text in order that they understand the text and their understanding upon it will not be misleading. To do this, the activation of students' background knowledge related to the text as well as a series of task to evaluate students' comprehension are useful.

Aside from those principles by Harmer, Nation (2008) also suggests principles to guide reading instruction in the class. They consist of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Each of them is explained as follows.

1) Meaning-Focused Input

Meaning-focused input involves getting input reading where the students' focus is on understanding the message of the text and where only a small proportion of the language features in the text are outside the learners' current level of proficiency. For example, they should know approximately 98 percent coverage of the vocabulary used in the text so that they can learn the remaining 2 percent of the vocabulary by guessing from the context. This way, reading will help develop learners' language proficiency.

2) Meaning-Focused Output

Meaning-focused output involves the students producing language through speaking or writing where the learners' focus is on others understanding the message. In so doing, classroom reading instruction should also involve practicing activities related to the other skills of English.

3) Language-Focused Learning

Language-focused learning involves deliberate attention to language features both in the context of meaning-focused input and meaning-focused output. Reading instruction should emphasize on the reading sub-skills and the language features needed to read, including phonemic awareness activities, vocabulary learning, and grammar study. In addition, Janzen and Stoller in Nation (2008: 8) attach that "learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports".

4) Fluency Development

Fluency development involves making the best use of what is already known. It is often neglected in courses, partly because teachers and students assume that they should always learn something new. Fluency in reading can be developed using speed reading where students focus on increasing their reading speed while maintaining good comprehension. As the principle of meaning-focused input suggests, the reading material used needs to be within the students' level of proficiency. In the view of Alyousef (2006), the expansion of readers' vocabulary is the key aspect to their reading fluency. In addition to mastering

vocabulary, activating background knowledge related to the text is believed as an effective strategy to understand it. However, as students have different background knowledge Christen & Murphy in Acosta and Ferri (2010) suggest teachers to introduce new vocabulary when the students lack background knowledge.

As a final point, there are some steps to help students develop their reading ability. First, the teacher needs to provide them with a text that is neither too difficult nor too easy for them to comprehend. This way can facilitate the development of the students' reading ability. Second, in the attempt to increase students' reading ability, the teacher should not focus only on the linguistic aspects of the text but also on reading subskills that make the students more advanced readers. Then, students' understanding upon the text is not only a matter of communicating it to themselves but also to communicate it to the others to make them understand it. Finally, the teacher should spend time to develop students' reading fluency during the classroom reading instruction by employing any knowledge and reading subskills that the students have mastered previously.

b. Types of Classroom Reading

There are various types of reading performance to which teachers can expose students in the class. Brown (2001) classifies classroom reading performance into two broad categories, namely oral and silent reading. The latter, consists of intensive reading and extensive reading.

The first type of reading performance, oral reading, provides teachers with several benefits. Brown (2001) mentions three advantages of oral reading, i.e. serving as an evaluative check concerning readers' bottom-up processing skills and pronunciation as well as enhancing students' participation if teachers want to highlight a certain short segment of a reading passage. Despite those benefits of oral reading, the apparent participation of the students reading text aloud might conceal the fact that they are merely reciting and do not really understand the text.

Another type of classroom reading performance is silent reading, which consists of intensive reading and extensive reading. Intensive reading is usually a classroom-oriented activity whereas the latter is usually done outside the class time. In intensive reading, students focus on the linguistic or semantic aspects of a text. It calls students' attention to terms such as grammatical forms, discourse markers, and other surface structure details in order that they understand literal meaning, implications, rhetorical relationships, and the like. Meanwhile, extensive reading is used to achieve a general understanding of a longer text such as books, long articles, essays, novels, etc.

Based on the explanation above, it can be concluded that both oral reading and silent reading can help teachers develop students' reading ability. Therefore, in classroom practice, teachers should combine between oral reading and silent reading. Using oral reading, teachers can monitor students' phonemic awareness and participation in the class. Using intensive reading, teachers can help students develop their linguistic knowledge related to the text that is needed to comprehend

the text. Finally, using intensive reading, teachers can help students develop their reading fluency.

c. Teaching Reading Comprehension in Junior High Schools

English is one of compulsory subjects taught in Junior High Schools in Indonesia. The major aims of English instructions for students of Junior High Schools in Indonesia are as follows:

- 1) to develop communicative competences both written and oral ones in order to achieve the functional literacy level;
- 2) to have awareness about the nature and the importance of English in order to increase the national competitive ability in the global community; and
- 3) to develop students' understanding about the relationship between language and culture.

English instructions in Junior High Schools in Indonesia are developed in accordance with KTSP (School-Level Curriculum) and it has each school develop their own plans and arrangements concerning purposes, content and materials as well as processes to realize the purposes of English teaching-learning activities. According to Government Regulation Number 19 Year 2005 on National Education Standards and Act of the Republic of Indonesia Number 20 Year 2003 on National Education System, KTSP curriculum development in elementary and high schools shall be developed by each school in accordance with Content Standards (SI) and Graduate Competence Standards (SKL) and refers to the guidelines set by BSNP (the Board of National Education Standards). SI is then

specifically stated through Standards of Competence (SK) and Basic Competence (KD) in the attempt to realize SKL, especially in Junior High Schools that is to have students achieve the functional level of literacy, i.e. they are able to communicate both orally and in written to solve daily problems. This communicative competence is then defined as the ability to comprehend/ produce written/ oral texts realized within the four language skills, namely listening, speaking, reading and writing. English materials therefore are delivered in the form of text-types.

In response to the four skills of English, these SK and KD comprise each skill. Table 1 below presents SK and KD of reading skill for the eleventh grade students of junior high schools in the first semester.

Table 1: SK and KD of the Reading Skill for Grade VIII of JHSs in the First Semester

Standard of Competence (SK)	Basic Competence (KD)
<i>Membaca</i> 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.	5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar. 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.
Reading 5. Students are able to understand meaning in functional texts and simple short essays in the forms of descriptive and recount in order to interact with their surroundings.	5.1. Students are able to read functional texts and simple short essays in the forms of descriptive and recount aloud and meaningfully using the appropriate pronunciation, stress, and intonation related to their surroundings. 5.3. Students are able to respond to the meaning and the rhetoric steps of short and simple essays accurately, fluently, and appropriately related to their surroundings in the forms of descriptive and recount.

Based on the table above, it can be seen that recount texts are one of reading materials taught to students grade VIII of Junior High Schools in the first semester. As different types of texts have different structures and language features, students need to be introduced to these text structures and language features specific to each text.

1) Recount Texts

A recount text is a type of text that retells past events. This type of text is usually retold in the order in which the events happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. Recount texts consist of several paragraphs. The first paragraph called *orientation* gives background information about *who*, *what*, *where*, and *when*. The next paragraph(s) retell events in the order in which they happened. The writer sometimes presents a concluding paragraph at the final paragraph of the text. In addition to the generic structure, recount texts also contain language features specific to this text type such as grammar. According to Knapp and Watkins (2005), readers need to recognize grammar in order that they can effectively handle the information presented in the text for a range of purposes. Other language features usually found in a recount text are proper nouns to identify those involved in the text; descriptive words to give details about *who*, *what*, *when*, *where*, and *how*; the use of past tense to retell the events; and words that show the order of events.

2) The Learning Cycle

In the attempt to realize those aforementioned learning objectives, the teaching of reading recount texts in this research adopted the genre-based approach proposed by Feez and Joyce in Richards (2006). This approach was then combined with the selected action of Directed Reading-Thinking Activity (DR-TA). Similar to the objective of English instructions in Junior High Schools, this approach views communicative competence as involving the mastery of different types of texts (Richards, 2006). It consists of five stages, namely *building the context*, *modelling and deconstructing the text*, *joint construction of the text*, *independent construction of the text* and *linking to related texts* where each stage has special objectives and activities. Since assessment towards students' reading ability ends in the fourth stage, the lesson plans therefore only adopted the first four stages without continuing to the fifth stage, i.e. *linking to related texts*. Below is the elaboration between the stages of the genre-based approach and the research conduct.

a) Building the Context

In this stage, students are introduced to the social context and the social purposes of the text type being studied as well as the immediate context of situation by investigating the register of the model text which has been selected on the basis of the course objectives and learners' needs.

In this research, the activities done in this stage were focused on exploring the topic of the recount texts to be studied and enlarging vocabulary relevant to the topic of the texts. Lead-in tasks such as answering questions related to the

topic of the text and ordering sequences of pictures related to the topic of the text were given to facilitate the activation of students' background knowledge of the text.

b) Modelling and Deconstructing the Text

In this stage, students investigate the structural pattern and language features of the model and compare the model with other examples of the same text-type. During the research, this stage focused on reading and comprehending an example of recount texts which the topic had already been explored in the previous stage using DR-TA. The teacher modelled the use of DR-TA to the class to comprehend recount texts by leading them in a group-based discussion consisting of predicting, reading and proving/disproving the prediction. Media in the form of pictures illustrating the text being discussed, an LCD, a screen, a white board and presentation slides were used to support the discussion. However, each time before the students started discussing a text, the researcher selected some important and unfamiliar words taken from the text and had the students find the meaning to those words. Then, reinforcement in the form of open-ended questions related to the text were given to the groups. The questions asked were related to the main idea, details information and references. Finally, using the model text, the teacher and the class worked together exploring the social function, the generic structure, and linguistics features that the text contains.

c) Joint Construction of the Text

In this stage, students begin to contribute to the construction of whole examples of the text-type. The teacher gradually reduces the contribution to text

construction as the students move closer to being able to control the text-type independently.

During the research, the students were divided into small-groups of four or five and they had discussion activities consisting of predicting, reading and proving/disproving the prediction about the content of the recount texts being studied. Sheets of Prediction Verification Checklists were distributed to the groups to report their discussion process. As in the previous stage, some important and unfamiliar words from the text were given and the students had to find the meaning to those words. Media such as an LCD, a screen, a white board, pictures related to the texts and presentation slides were use to facilitate the discussion. When the discussion finished, the groups were given a list of open-ended questions related to the text discussed as a reinforcement activity. The questions asked were related to the main idea, details information and references.

d) Independent Construction of the Text

In this stage, students work independently with the text and their performances are used for achievement assessment. Thus, the teacher should minimize support, scaffolding and interference on students learning process. The purpose of this stage is to know how far the students master the lesson individually and thus the students will have their individual performance assessed.

In this research, the activity done in this stage basically was in the form of assessment. As the name implies, the teacher let the students to work on their own during this stage. The students were given a post-test consisting of 25 multiple choice questions and they needed to complete it within 40 minutes.

d. Assessing Reading Comprehension

At the end of the reading instruction, teachers evaluate students' reading comprehension ability. To do this, assessment is used. Richards & Schmidt (2002) define assessment as a systematic approach to collecting information and making inferences about the ability of a student or the success of a teaching course. Furthermore, Brown (2004) classifies assessment into some categories, among of them are informal and formal assessment. Informal assessment is incidental and unplanned. It occurs during the whole process of teaching-learning activities in the class. However, teachers cannot make fixed judgement about a students' competence based on the result of this informal assessment. Meanwhile, formal assessment is exercises or procedures specifically designed to assess students' achievement at the end process of teaching-learning activities. One way to perform formal assessment is by conducting tests.

Brown (2004) lists a number of possible tasks for assessing perceptive, selective, interactive, and extensive reading. The following tasks help assess students' interactive reading performance, that is a process of negotiating meaning in which the reader brings to the text a set of schemata for understanding it and intake is the product of that interaction. These tasks can help teachers conduct informal and formal assessment of students' reading ability. They involve (1) cloze tasks, (2) impromptu reading plus comprehension questions, (3) short-answer tasks, (4) editing tasks, (5) scanning, (6) ordering tasks, and (7) information transfer. However, this study did not employ all these types of assessment during the action implementation. To examine improvements in

students' reading comprehension, below are the assessment that this study employed.

1) Impromptu Reading Plus Comprehension Questions

This kind of tests gets test-takers to read a passage and answer a set of questions. The question items cover the comprehension of features such as main ideas, expressions/idioms/phrases in context, inference, grammatical features, details, unstated details, supporting ideas, and vocabulary in context.

2) Short-Answer Tasks

In this type of task, a reading passage is presented and test-takers read questions that must be answered in a sentence or two. This type of task requires consistent specifications for acceptable student responses.

3) Ordering Tasks

In ordering tasks, as the name implies, students receive little strip of paper, each with a sentence on it, and then construct them into a story. These tasks can serve as an assessment of overall global understanding of a story and of the cohesive devices signalling the order of events and ideas.

Those four types of tasks can be given either in the form of multiple-choice questions or open-ended questions. Especially for open-ended questions, Richardson *et al.* (2001) state that it is important that the assessment is done systematically in order that all students are assessed on the same basis. In so doing, criteria are required to set to evaluate students' reading performance, especially for the open-ended questions. Since students' understanding upon the text is not only a matter of communicating it to themselves but also to have them

successfully able to communicate it to the others, there must be two criteria to evaluate students' reading performance, i.e. the correctness and the accuracy of their answer.

3. Directed Reading-Thinking Activity (DR-TA)

a. The Nature of Directed Reading-Thinking Activity (DR-TA)

Directed Reading-Thinking Activity (DR-TA) is the teaching of reading strategies developed by Russell Stauffer. DR-TA is used in each of the three stages of reading, i.e. pre-reading, during reading, and post-reading. It can be implemented both in small groups and individually. In DR-TA, predictions play an important role to provide students with reading purposes. The teacher can raise questions that help students activate their prior knowledge and uses clues such as the title and pictures from the text so as to stimulate the students to make an accurate prediction. In addition, the teacher should also pre-teach vocabulary considered important to support them making an accurate prediction of the text.

DR-TA has several purposes. According to Tierney, Readence and Dishner in El-Koumy (2006), DR-TA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text. Moreover, Jennings and Shepherd in El-Koumy (2006) insert that DR-TA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. Likewise, Glass *et al.* (2006) state that DR-TA engages students in a step-by-step process that guides

them not only to read but also to understand and to think about the text they read.

Also, Allen in Odwan (2012: 141) states that:

The value of directed reading thinking activity is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability.

Based on the explanation above, it can be concluded that DR-TA aims to have students employ reading strategies, to elicit their prior knowledge related to the topic of the text, to set a purpose for reading and to encourage them to monitor their comprehension while they are reading. These steps later can make students an independent reader.

In relation to the procedure of DR-TA, Gaith (2000) explains that it consists of comprehension activities featuring making predictions prior to reading and then reading to prove or to modify the predictions made about the story events. Also, Corner (2006) describes that the sequences of DR-TA are: first, students make predictions before reading; after they read a segment of a text, the students stop and confirm or revise the previous predictions; finally, the cycle continues until they finish reading the whole text. In short, it can be concluded that DR-TA consists of three main stages, namely predicting before reading, reading, and proving/disproving the prediction after reading.

Based on the explanation above, it is known that in the implementation of DR-TA, readers should make predictions before reading a text. To make predictions, they should use any hints they find in the text and their background

knowledge of the text as well. Then, their reading purpose is to find whether their predictions about the text are accurate or not. Having reading purposes is believed to help readers comprehend a text better (Brown, 2001). These activities of predicting and proving/disproving predictions help the students monitor their comprehension before, while, and after reading. As a result, the implementation of DR-TA will help students comprehend a text. Each of the three stages of DR-TA is described in details in the next section.

b. The Teaching of Reading Using Directed Reading-Thinking Activity (DR-TA)

It has been stated previously that the implementation of Directed Reading-Thinking Activity (DR-TA) involves three basic stages, namely predicting, reading, and proving/disproving the predictions. According to Stahl (2008), both the teacher and the students have their own role during the implementation of DR-TA. The students are responsible for establishing their reading purposes, generating predictions, justifying those predictions, reading the text, and verifying or revising the predictions based on the information in the text. Meanwhile, the teacher's role is to select a text, divide the text into meaningful sections, and facilitate the discussion. The stages of DR-TA are explained further as follows.

1) Before Reading: Predicting

In this stage, students reflect on what they think the text will be about by predicting the answer to the questions raised by the teacher. This step helps the students set a purpose for reading, i.e. to answer their prediction. In this stage, the

teacher's role is both to activate students' background knowledge to make a prediction and to agitate their prediction by asking them to defend their prediction. Introducing the title of the text, pictures related to the text and key words can prompt prediction (McKown and Barnett in Acosta and Ferri, 2010). However, it is important to note that the teacher should first divide the reading text into meaningful segments in which the students gain understanding by comprehending segment by segment in order. This stage can be accomplished following the steps below.

- a) The teacher surveys the text with the students to look for clues about the content of the text. The clues can be the title, key words, illustrations and other explanatory materials.
- b) The teacher helps the students make a prediction about what they think the text will be about.
- c) The teacher asks the students to write their predictions down. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class' predictions.
- d) The teacher helps the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

2) While Reading: Reading

In this stage, the students are asked to support their predictions by locating the information in the text that will verify their prediction. Using the predictions in mind, the students read the first section of text in order to prove or disprove

their prediction. There are neither right nor wrong predictions. Those predictions made are judged to be more or less accurate than others. The students having less accurate prediction should reword their predictions to make their predictions accurate. This stage can be accomplished following the steps below.

- a) The teacher has the students read the text, silently or aloud, individually or in groups, to verify their predictions.
- b) The teacher asks the students to place a check mark under the appropriate category (ranging from accurate, less accurate, to inaccurate) on the Prediction Verification Checklist as they read the text.

3) After Reading: Proving/Disproving the Predictions

In this step, students engage in a discussion about what they have read. It is at this stage that the students will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher serves to refine and deepen the reading and thinking process. This stage can be accomplished following the steps below.

- a) The students have a discussion by comparing their predictions and the actual content of the text.
- b) The teacher asks the students to analyse their checklist and determine how well they predicted the content of the text.
- c) The teacher verifies that the students have learned the DR-TA strategy by having them answer the questions: *What is the name of the strategy you learned? How does the strategy help you understand what you read? What should you do before you read? While you read? After you read?*

The cycle of predicting, reading, and proving/disproving continues until the text is completely read. Then, the teacher closes the lesson with a review of the content of the reading and a discussion of the prediction strategies students should use as they read a text.

B. Reviews of Related Studies

This part is devoted to report related studies carried out to improve the reading comprehension ability using Directed Reading-Thinking Activity (DR-TA). The action chosen to implement, DR-TA, is not a new strategy in reading instruction. It has been used by several teachers to teach students reading comprehension. There have been many studies confirming the effectiveness of DR-TA in teaching reading comprehension such as the studies by Riley (2006), Stahl (2008) and Odwan (2012). The studies are summarized as follows.

Riley (2006) investigated the effect of directed reading thinking activity on low reading achievement of the first grade students. The study emphasized the importance of using directed reading thinking activity to increase achievement and promote thinking among low achievers. The study results indicated the possibility of correcting most of the errors made by students while reading when they used directed reading thinking activity.

Stahl (2008) examined the effects of Directed Reading-Thinking Activity (DR-TA) along with the other two instructional methods of comprehension, Picture Walks (PW) and Know-Want-Learn (KWL). The participants of her study were 31 second grade students from two demographically similar schools which

then were put into eight groups of four. These three instructional models did not happen in the same group. Each group had a certain instructional model to use. At the end of the study, DR-TA outweighed both the PW and KWL when it came to students recalling information and answering questions correctly. The results of the study indicated that DR-TA and PW yielded statistically significant effects on reading growth. 68% of the students also reported that DR-TA and PW helped them to read more fluently and remember more text information.

Another study by Odwan (2012) investigated the effect of Directed Reading-Thinking Activity using cooperative learning on English secondary stage students' reading comprehension in Jordan. The mean of post-test scores employed in the experimental study were higher for the experimental group than that of the control group. It means students taught by Directed Reading-Thinking Activity through cooperative learning tended to get higher scores on reading comprehension.

Based on those research findings, it can be assumed that DR-TA contributes positively to the development of students' reading ability. Considering the problems concerning reading instruction described in the background, the researcher is interested in making a study to improve the reading comprehension ability of the eighth grade students of SMPN 1 Yogyakarta.

C. Conceptual Framework

As stated previously, English is a compulsory subject in Indonesian schools. In practice, English instruction is defined as the teaching of language skills,

namely listening, speaking, reading and writing. Especially in Junior High Schools, the teaching and learning process of reading expects the students to be able to comprehend a variety of functional texts and short simple essays.

The problem with the reading skill that the students often confront is that written texts cannot by themselves carry out meaning so that the students should strive to grasp the meaning by themselves. It makes reading not an easy skill to master. This was what happened to Class 8H students of SMPN 1 Yogyakarta. They encountered problems comprehending English texts.

As discussed in the literature review, comprehension as the final goal of reading can be improved through activating background knowledge related to the text and using reading strategies. Questions raised by the teacher before the students begin reading make those reading strategies effective. Also, the questions make the students have reading purposes, i.e. to find answers to the questions. These reading strategies, in practice, should be used before reading by previewing the text and setting reading purposes, while reading by monitoring comprehension, and after reading by summarizing the text.

This framework is in line with the steps of DR-TA, namely (1) making predictions before reading the text, (2) reading to prove or disprove the predictions and (3) proving/disproving the predictions. This technique requires the students to make predictions each time they begin reading an English text. To predict the text, they need to use their background knowledge related to the text or clues that the text provides such as the title or pictures. These predictions serve as their reading purpose since they will need to prove or disprove the predictions

after reading. As they manage to find information from the text to prove or disprove the predictions, their understanding of the text gets better. In the literature review, all those steps that DR-TA contains are associated with students' improved comprehension.

Thus, it was decided to apply DR-TA to improve the reading comprehension ability of the students. By applying DR-TA, it was expected that students' reading comprehension ability improves. To support the fruitful results, key vocabulary that may be unfamiliar for them was given and so were rewards to attract students' enthusiasm to participate in the teaching and learning activities. The conceptual framework of this study is summarized in Figure 3 below.

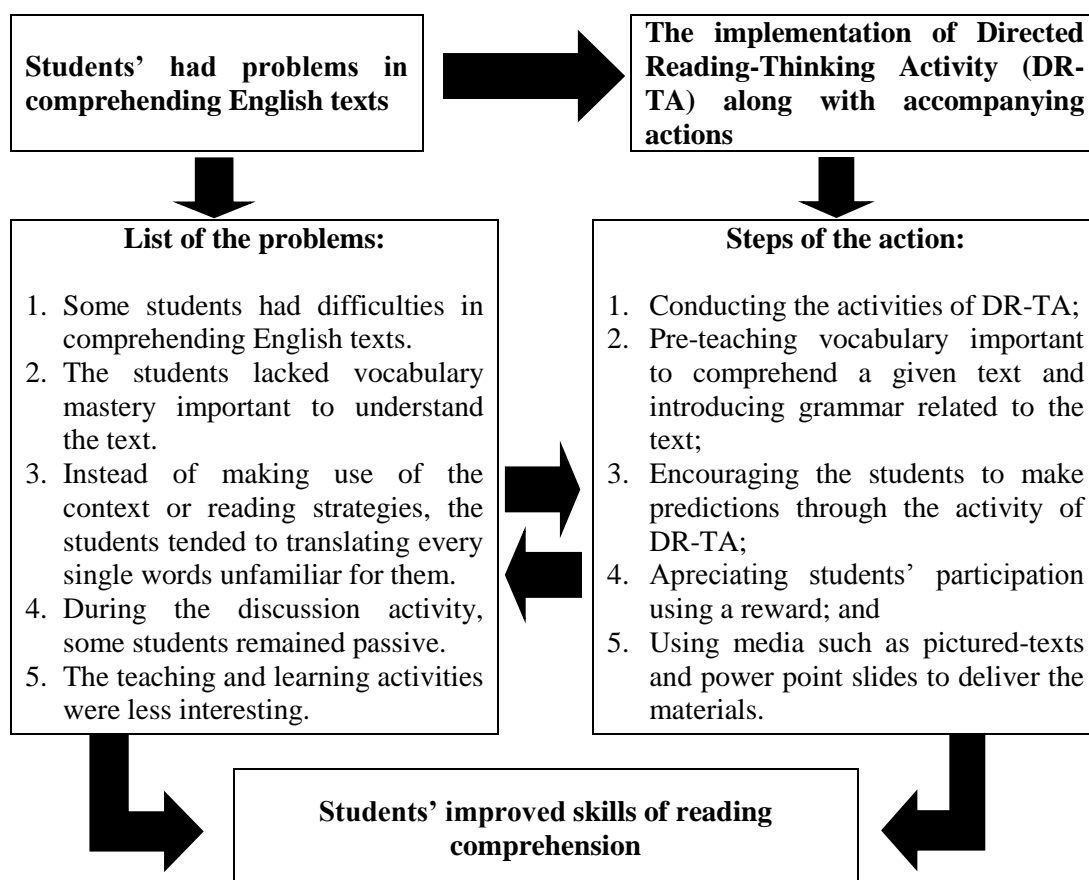


Figure 3: Conceptual Framework of the Study

CHAPTER III

RESEARCH METHOD

This section presents the research methods employed in this study. They are classified into eight parts, i.e. research design, research setting, research subjects, data collection, data analysis, data validity and reliability, research procedure, and research schedule. Each of these parts will be explained in the following discussion.

A. Research Design

This study aims at improving reading comprehension of the eighth grade students of SMP Negeri 1 Yogyakarta. Therefore, it is categorized as action research. Burns (2010) defines action research as a type of research in which a teacher serves as a researcher exploring his/her own teaching context through a self-reflective, critical, and systematic approach to identify a problematic situation considered worth looking and to intervene in a deliberate way in the problematic situation to bring about changes and better improvement in practice.

This study adopted the cyclical AR model proposed by Kemmis and McTaggart in Burns (2010). Based on the model, each cycle of action research consists of *planning*, *acting* and *observing* as well as *reflecting*. The following figure illustrates the cyclical phases of action research.

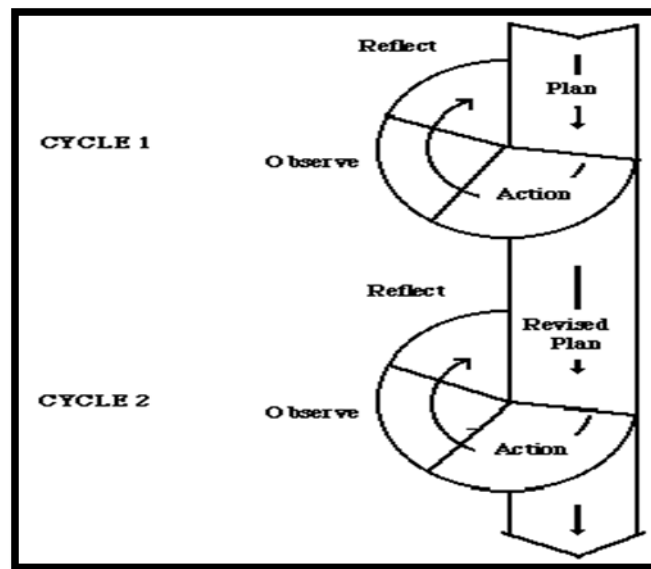


Figure 4: The Cyclical AR Model Proposed by Kemmis and McTaggart Cited in Burns (2010)

B. Research Setting

This research was conducted at SMPN 1 Yogyakarta. The school is located on Jl. Cik Di Tiro No. 29, Yogyakarta. The administration of the research followed the schedule of English subject of Class 8H in the first semester of the 2013/2014 academic year. According to the schedule, English subject was taught four hours a week, 40 minutes/hour each, every Tuesday and Wednesday. The following table presents details of the schedule for the research implementation.

Table 2: Research Schedule

Meeting		Date	Time
Cycle I	I	Tuesday, 12 November 2013	08.45 – 10.05 a.m.
	II	Wednesday, 13 November 2013	10.20 – 11.40 a.m.
	III	Tuesday, 19 November 2013	08.45 – 10.05 a.m.
Cycle II	IV	Wednesday, 20 November 2013	10.20 – 11.40 a.m.
	V	Tuesday, 26 November 2013	08.45 – 10.05 a.m.
	VI	Wednesday, 27 November 2013	10.20 – 11.40 a.m.

C. Research Subjects

This research involved the researcher herself serving as the English teacher, a male English teacher of SMPN 1 Yogyakarta serving as the teacher collaborator who observed the research conduct in the class, and 35 students of Class 8H. There were also other research collaborators in this study, namely Anna Susilowati S. Pd. and Agustina Tri Widayati S.S. Both of them are graduates of the State University of Yogyakarta.

There were some considerations why the researcher and the teacher collaborator finally decided to involve grade VIII students instead of grade VII students and grade IX students. First, the researcher could not involve grade VII students due to the implementation of a new curriculum named *Kurikulum 2013* to this grade which is different from the one applied to grade VIII and grade IX which remain implementing the School-Based Curriculum (KTSP). In addition, it was unfeasible to engage grade IX students in this research since the school did not permit the researcher to involve them as the research subjects as they had to focus on their national examination determining their graduation. Therefore, both the researcher and the teacher collaborator agreed to focus on grade VIII students. Students of Class 8H were then selected based on the result of the discussion between the researcher and the English teacher.

D. Data Collection

The data of this study are qualitative data supported by quantitative data. The qualitative data describe findings obtained during the processes of the action

implementation. The data consist of observation sheets reported in the form of field notes and interview transcripts, which were gained by conducting observation and interviews, respectively. In relation to the quantitative data, the data quantify improvements in students' reading comprehension ability. The data are presented in the form of students' reading comprehension scores obtained by conducting reading-comprehension tests. In relation to these two types of data, a camera was also utilized to document the research process through photographs in order to provide a clearer picture of the research process. Table 2 below presents the data collection techniques and instruments that the researcher utilized to obtain those data above.

Table 3: **Data, Data Collection Techniques and Instruments**

No.	Data	Technique	Instrument
a. Qualitative Data			
1.	Field notes reporting the teaching and learning process which focused on teacher's activities and students' activities	Observation	Observation Sheets
2.	Interview transcripts on the research members' opinions and expectations concerning the research administered	Interviews	Interview Guidelines
b. Quantitative Data			
1.	Students' reading comprehension scores for the pre-test and the post-tests	Tests	Reading Comprehension Tests (pre-test and post-tests)

1. Observation

Observation was conducted in order to examine what happen in the classroom during the implementation of the action in the action stage. To do this, the teacher collaborator sat at the back, observing, and completing observation

sheets on teaching-learning activities each meeting during the agreed period of the action implementation in class. There were two types of observation sheets, each to observe the teacher's activities and the students' activities. The results of the observation were reported in the form of field notes.

2. Interviews

Semi-structured interviews were conducted to reveal opinions and expectations of the research members concerning the research conduct. These interviews were conducted following interview guidelines prepared to interview the students and the teacher collaborator. The interviews were conducted before the implementation of the action in the planning stage, during the implementation of the action at the observation stage each day after the class meeting ended, and after the action had been completely implemented. The data obtained were then recorded in interview transcripts.

Mirtler (2012) regards this type of interview as the best interview technique since it provides the interviewer with flexibility to deepen information related to the topic of the interview from the interviewees. In addition, McKay (2006) inserts that one way to avoid the problems arising from students' lack of English proficiency is to allow them to be interviewed in their first language (L1). Hence, the researcher conducted the interviews in Indonesian.

3. Tests

To examine improvements in students' reading comprehension ability after the action implementation, the researcher administered tests. These tests consisted of a pre-test conducted before the implementation of Cycle I to measure students'

initial reading comprehension ability and post-tests each in the end of Cycle I (*post-test I*) and Cycle II (*post-test II*) of the research to measure improvements in the students' reading comprehension ability after the action had been completely given. The assessment was in the form of multiple choices with four alternatives, 30 items for the pre-test and 25 items for the post-tests. The data gathered from the tests were reported in the form of students' reading-comprehension scores.

The materials covered in these tests referred to the ones in accordance with the Content Standards concerning reading recount texts for the eighth grade junior high school students in the first semester. Test prototypes were developed and consulted with expert judgement. Then, they were tried out before they were used in data collection. Later, the results of the try-outs were analyzed using ITEMAN 3.00. These steps were done for the purposes of ensuring validity and reliability of the instrument and its quality in terms of item facility, item discrimination and distractor efficiency of each item comprising the instrument. Details of the analysis are given in Section F of this chapter on data validity and reliability for quantitative data on pages 57 – 62.

E. Data Analysis

The researcher conducted data analysis in order to get the answer to the research question proposed in the formulation of the problem, that is whether the action (i.e. DR-TA) can improve students' reading comprehension or not, as well as to find evidence to claim such improvements. As mentioned earlier, there are two types of data in this research. Consequently, two types of data analysis

techniques must be employed, those are the qualitative data analysis technique and the quantitative data analysis technique. Each data analysis technique is explained as follows.

1. Qualitative Data Analysis

The qualitative data consist of interview transcripts and observation sheets reported in the form of field notes. These data were analyzed following three stages of qualitative data analysis suggested by Miles and Huberman (1994), namely *reducing data*, *displaying data*, as well as *drawing and verifying conclusions*. In data reduction stage, the researcher processed raw data by sorting out important and relevant data from the unimportant one and using coding to label the important and relevant data. After that, the researcher displayed the data. To help make the data understandable, charts and tables were used. Then, conclusions to answer the research question could be made. To validate the research findings, the researcher crosschecked the data found from observation with the ones gathered from interviews. The following figure illustrates how each components of this qualitative data analysis relates one another.

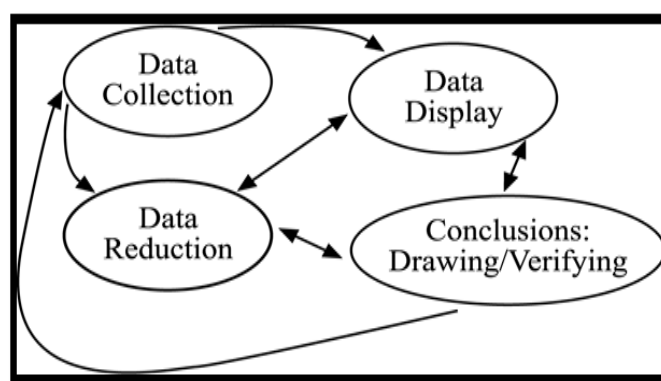


Figure 5: **Components of Data Analysis: The Interactive Model (Miles and Huberman, 1994: 12)**

2. Quantitative Data Analysis

The quantitative data were obtained from tests (pre-test and post-tests). The data were presented in the form of students' reading comprehension scores on recount texts. To analyze them, the researcher employed descriptive statistics and inferential statistics to examine any improvement in relation to students' reading comprehension ability or not.

In lieu of descriptive statistics, the researcher used measures of central tendency represented by the means of students' reading-comprehension test scores obtained from the pre-test and the post-tests. Then, inferential statistics in the form of *paired-samples t-test* was employed to assign meaning to the difference in those means using SPSS 22.

F. Data Validity and Reliability

The researcher validated the data collected in this research in order to ensure research findings. The discussion on the validity and reliability of this study is spilt into two parts, i.e. validity and reliability of the qualitative data and the ones of the quantitative data. The following figure illustrates validity and reliability of the research.

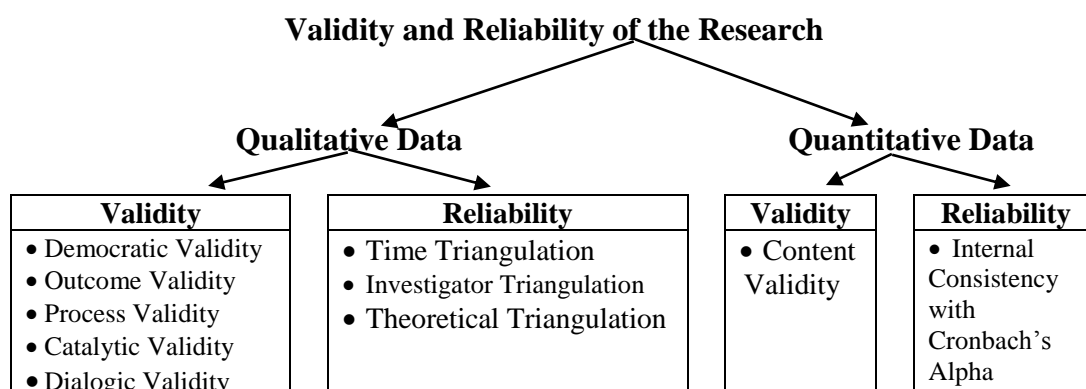


Figure 6: **Validity and Reliability of the Research**

1. **Validity and Reliability of the Qualitative Data**

In relation to the qualitative data, the validity was based on the five criteria proposed by Anderson *et al.* in Burns (1999), i.e. *democratic validity*, *outcome validity*, *process validity*, *catalytic validity* and *dialogic validity*.

- a) *The democratic validity* has something to do with the extent to which the research conducted is truly collaborative and allows for inclusion of multiple voices. To meet this criterion, the researcher engaged the other research members, i.e. the teacher collaborator and the students, and interviews them to find data related to their opinions and expectations about the teaching-learning process in the attempt to improve in the next meeting.
- b) *The process validity* raises questions concerning dependability and competency of the research itself. They have something to do with the believability of the research findings. To meet this criterion, the research employed two types of qualitative data collection techniques, i.e. observation, and interviews, to gather accounts of a teaching situation from three different points of views; the researcher herself, the teacher collaborator, and the students. In addition, the

findings gained from those qualitative data were also compared to the ones gained from the quantitative data. To ensure the data validity, each data collection instruments (both qualitative and quantitative data) were consulted first with expert judgment.

- c) *The outcome validity* is related to the notion of actions leading to “successful” outcomes. To meet this criterion, the researcher attempted maximally in conducting the research. Reflection was done at the end of each meeting. The fruitful results are indicated by improvements in students’ reading comprehension ability.
- d) *The catalytic validity* concerns with the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. To meet this criterion, the researcher identified the students’ behavior changes during and after the action implementation and then interviewed them.
- e) *The dialogic validity* is in line with the processes of peer review used commonly in academic research. In action research, this term refers to dialogue with practitioner peers. To meet this criterion, the researcher did peer-review through dialogue with the teacher collaborator.

In relation to reliability of the qualitative data, the researcher employs triangulation to obtain the trustworthiness of the data collected. Burns (1999) suggests four types of triangulation, i.e. *time triangulation*, *space triangulation*, *investigator triangulation*, and *theoretical triangulation*. However, since this study only collects data in one class, therefore the space triangulation is not

applied here. Below is the explanation of the three types of triangulation that this research employs.

- a) *Time triangulation*. It was employed by collecting the data over certain period of time. Using three data collection instruments, this study collected data in the planning, action, and observing stages of the research.
- b) *Investigator triangulation*. It was occupied by having more than one observer involved in a study in order to avoid bias observation. In this study, the researcher did not observe the research conduct only on her own. The English teacher serving as a research collaborator was also engaged.
- c) *Theoretical triangulation*. It was applied by having the data collected during the research analyzed by more than one theoretical perspectives.

2. Validity and Reliability of the Quantitative Data

Regarding the quantitative data, the only instrument employed to collect the data was tests. As with the qualitative data, this research also ensured validity and reliability of the quantitative data by ensuring those of the instrument employed to collect the data. Figure 7 below demonstrates the stages that the research followed to develop the tests.

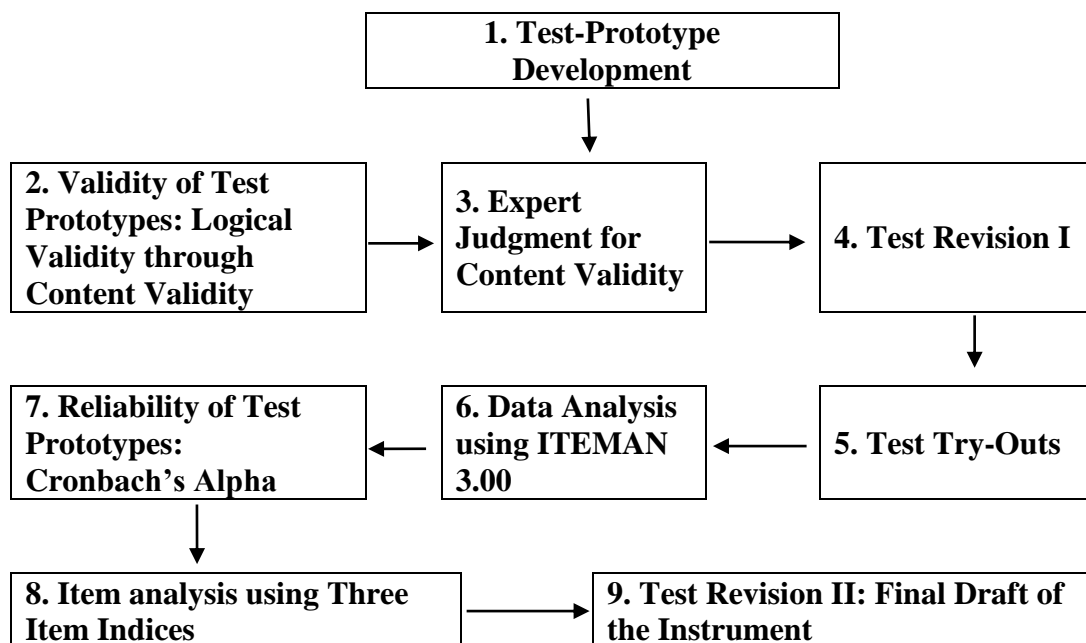


Figure 7: Stages of Test Development

The validity of the quantitative data was obtained from logical validity through content validity. According to Brown (2004: 22), content validity is defined as “the extent to which the assessment requires students to perform tasks that were included in the previous classroom lessons and that directly represent the objectives of the unit on which the assessment is based”. Thus, the reading materials covered in the test prototypes were taken from the Standard of Competence (SK) and the Basic Competence (KD) of the School-Based Curriculum (KTSP), which regulates English instruction at schools in Indonesia, for Grade VIII students in the first semester on the reading skill. After that, the test prototypes were consulted with expert judgment, which in this case they were consulted with the researcher’s thesis supervisor and the English teacher with which the researcher conducted the research. Revisions after consultation with expert judgment included 1) consistency in the form of *A*, *B*, *C*, *D* written in the

instruction and those written in the alternatives of the items in each test prototype; and 2) revisions related to some spelling errors as well as some errors in sentence structures and grammar made in the test prototypes.

Then, the test prototypes were tried out to other students having the same characteristics as those of the students in the research subjects. The results of the test try-outs were analyzed in terms of item indices and reliability of the test prototypes using ITEMAN 3.00. According to Brown (2004), there are three item indices that should be taken into account before accepting, discarding or revising items, namely *item facility*, *item discrimination* and *distractor efficiency*. The three item indices are further explained as follows.

- a) *Item Facility* (IF). Information about IF of a test item in the analysis result using ITEMAN 3.00 is indicated in *Prop. Correct* of the *Item Statistics*. IF is the extent to which an item of a test is easy or difficult for the proposed group of test-takers reflected by the percentage of students answering the item correctly. According to Henning in Fulcher and Davidson (2007), an ideal facility value ranges from 0.3 to 0.7.
- b) *Item Discrimination* (ID). There are two types of ID, namely ID of a test item and ID of a test item's alternatives. For a test item, information about ID in the analysis result using ITEMAN 3.00 is indicated in *Point Biserial* and *Biserial* of the *Item Statistics*. Likewise, ID of each item's alternatives is given in *Point Biserial* and *Biserial* of the *Alternative Statistics*. However, Fulcher and Davidson (2007: 103) state that 'The most commonly used method of calculating item discrimination is the point biserial correlation'. Therefore, this

study referred to the point biserial correlation for information about ID of each test item.

ID refers to the extent to which an item of a test differentiates between test-takers who do well and those who do not. The positive value indicates that the students with a higher score in the test answer the item correctly; meanwhile, the negative value suggests that it is the students with a lower score who answer the item correctly. However, a test item with good discriminating power garners correct responses from most of the high-ability group and thus the value is positive. According to Henning in Fulcher and Davidson (2007), items with an r_{pbi} of ≥ 0.25 are considered acceptable, while those with a lower value would be rewritten or excluded from the test. Also, regarding the alternatives, the positive value is preferred for the key. Meanwhile, the negative value is preferred for all distractors. In addition, the positive ID value of the key must be higher than the positive ID value of any distractor.

- c) *Distractor Efficiency* (DE). “In multiple choice testing, the intended correct option is called the *key* and each incorrect option is called a *distractor*” (Fulcher and Davidson, 2007: 107). Information about DE in the analysis result using ITEMAN 3.00 is indicated in *Prop. Endorsing of the Alternative Statistics*.

DE refers to the extent to which (a) the distractors of a test item lure a sufficient number of test-takers where more lower-ability test-takers answer the item incorrectly than the higher-ability ones do, and (b) those responses are

somewhat evenly distributed across all distractors (Brown, 2004). A distractor is considered good when it is chosen minimally by 5% of the total test-takers (BNSP, 2010). Since the number of test-takers was 28, 25, and 26 each for the pre-test, post-test I and post-test II, it means that each distractor of those tests should minimally be chosen by 2 students.

The analysis results using those above-mentioned three item indices for items in the pre-test, post-test I and post-test II are presented in Table 4 below.

Table 4: Analysis Results using Three Item Indices through ITEMAN 3.00 for Items in the Pre-Test, Post-Test I and Post-Test II

No.	Test Prototype	Result
1.	Pre-Test	8 items not accepted, 8 items accepted with revision, and 14 items accepted without revision
2.	Post-Test I	3 items not accepted, 5 items accepted with revision, and 22 items accepted without revision
3.	Post-Test II	1 item not accepted, 5 items accepted with revision, and 24 items accepted without revision

For further details of the analysis of Pre-Test, Post-Test I and Post-Test II, refer to Appendix F on Reading Comprehension Tests on pages 217, 241, and 265, respectively.

In relation to the reliability of the quantitative data, this study employed internal consistency through Cronbach's alpha to indicate the reliability. Information about reliability in the analysis result using ITEMAN 3.00 is indicated in *Alpha* of the scale statistics. Fulcher and Davidson (2007: 107) suggest that 'Tests that do not achieve reliabilities of 0.7 are normally considered to be too unreliable for use....'. The result of the test try-outs using ITEMAN 3.00 indicates that the reliability of the test prototypes were 0.799, 0.704 and 0.724 for the pre-test, post-test I and post-test II, respectively. Since the alpha of each test

ptototypes was higher than 0.7, it can be concluded that these test prototypes were reliable.

G. Research Procedure

This action research adopted the cyclical model proposed by Kemmis and McTaggart in Burns (2010). Each cycle of this action research consists of four stages namely *planning*, *action* and *observation* as well as *reflection*. In addition to these stages, this research also applied the stage of *reconnaissance* prior to the implementation of the cyclical model. It was preliminary information gathering about the research target. To obtain the information, the researcher interviewed the English teacher and conducted a preliminary classroom observation. The elaboration of each stage is briefly summarized in Figure 8.

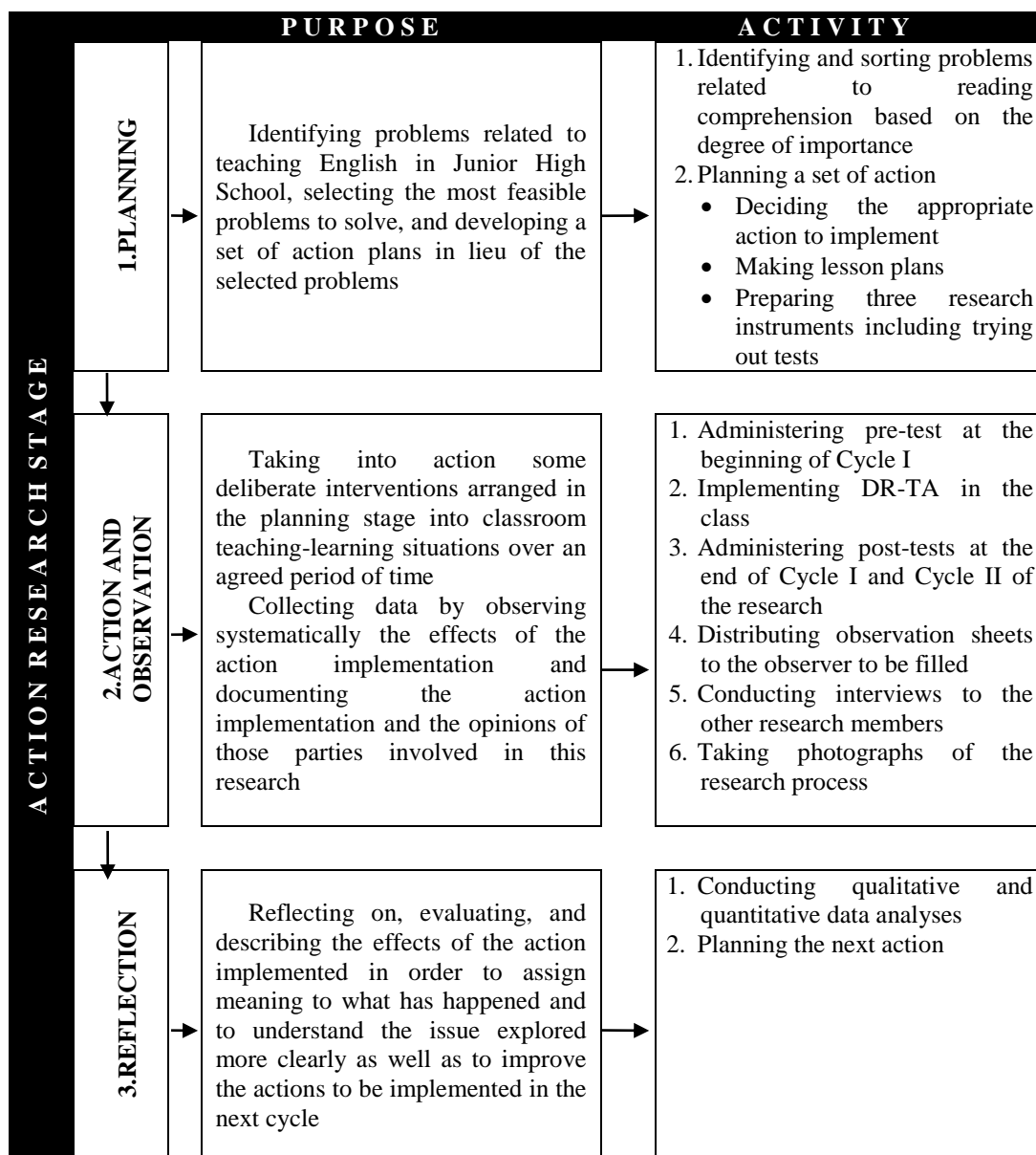


Figure 8: **Research Procedures**

1. Planning

To identify problems related to teaching English in SMPN 1 Yogyakarta, the researcher analyzed the information collected from interviews with the English teachers and classroom observation. Then, the researcher along with one

of the English teachers (i.e. the teacher collaborator) identified problems related to reading and decided which feasible problems to solve.

To plan and develop the appropriate actions to be implemented in each research cycle, several steps are taken. First, the researcher and the teacher collaborator selected the appropriate action to improve students' reading comprehension ability. Considering the stages it suggests, Directed Reading-Thinking Activity (DR-TA) was considered the best method. The next step was to make lesson plans. SK 5 and KD 5.1, and 5.3 on recount texts were chosen. The lesson plans adopted the genre-based approach, consisting of BKOF, MOT, JCOT and ICOT. Media such as presentation slides of recount texts and hard copies of pictures related to the texts were also prepared to support the implementation of DR-TA. The researcher and the teacher collaborator also decided to give rewards students completing tasks well to encourage their participation in the teaching and learning process. Finally, the researcher prepared three research instruments to collect data, namely interview guidelines, observation sheets, and reading comprehension tests. The try-outs of the prototypes of reading comprehension tests and the analysis of the test items were also performed in this stage.

2. Action and Observation

After designing the plan, the researcher implemented the designed action in the action stage. During the action implementation in the class, the researcher acted as the English teacher while the English teacher acted as the research collaborator. There was also another research collaborator who helped to document the research conduct in this stage.

In the observation stage, the context, actions, and opinions of the students and the English teacher were documented. To do that, data were collected. First, pre-test was administered at the beginning of the first research cycle to measure students' initial reading comprehension ability. Then, during the action implementation in the class, the teacher collaborator sat at the back, observing and filling the observation sheets concerning teacher's and students' activities in the class. Both the students and the teacher had semi-structured interviews to reveal their responses to the implementation of DR-TA. Responding to the pre-test conducted at the beginning of Cycle I, post-tests were conducted each at the end of Cycle I (*post-test I*) and Cycle II (*post-test II*) of the research to reveal improvements in students' reading comprehension ability.

3. Reflection

Every time a research cycle ended, the researcher and the teacher collaborator made reflections to decide whether or not another research cycle was necessary. In this phase, all qualitative and quantitative data gathered were analyzed. Based on the analysis results, the researcher together with the teacher collaborator decided whether the action implemented in the attempt to overcome the problems concerning students' reading comprehension ability worked or not. Then, the unsuccessful actions were improved for the benefit of the next research cycle.

CHAPTER IV

RESEARCH FINDINGS

This chapter describes research processes, research findings and discussion of the findings. This section is divided into three parts, namely 1) reconnaissance, 2) implementaton of the actions, and 3) findings and discussion. The details are explained below.

A. Reconnaissance

This section concerns with some activities intended to reveal field problems. Later, the discussion in this section is spilt into two sections, namely 1) identification of the field problems and 2) the determination of actions to be taken.

1. Identification of the Field Problems

The research was started by gathering initial information from the English teacher and some Grade 8H students of SMPN 1 Yogyakarta. It was done by having interviews with the English teacher and the students, conducting a preliminary classroom observation and administering a pre-test on reading comprehension, which findings will be explained later in this section.

To begin, below is the interview transcript between the researcher (R) and the English teacher (T).

- R : “Ketika belajar bahasa Inggris, apakah para siswa mengalami kesulitan? Apakah para siswa juga mengalami kesulitan untuk reading skills, Pak?”
(“When learning English, do the students encountered problems? Do the students also have problems with their reading skills, Sir?”)
- T : “Iya. Anak-anak masih mengalami kesulitan untuk skill membaca. Misalnya, menentukan kalimat topik suatu teks. Mana yang menjadi kalimat topiknya. Anak-anak masih bingung. Kan biasanya anak itu menentukan hanya dari kalimat awal atau akhir saja. Padahalkan not always in the first sentence. Bisa di awal atau di akhir. Ada juga yang harus disimpulkan. Inilah yang menjadi kesulitan bagi para siswa. Yang kedua, kalau tadi general information, selanjutnya adalah masalah reference. Masih membingungkan. Lalu vocabulary. Kadang vocab yang ditanyakan adalah yang jarang didengar oleh anak. Kadang-kadang clue yang disampaikan pada kalimat-kalimat pada teks tersebut belum cukup untuk bisa mendukung kenapa jawabannya itu. Itulah kesulitan-kesulitan anak dalam membaca.”
(“Yes, they do. They remains experiencing problems with their reading skills. For an example, to decide the topic sentence of a text. Which one is the right topic sentence of a text. They remained feeling confused with it. The students usually simply choose from the first or the last sentence of the text. In fact, it is not always put in the first sentence. It can be put in the first sentence or in the last sentence. Even some texts have readers conclude it based on the content of the text. The last one is what the students often find it difficult. The last one is related to general information, then the second one has something to do with reference. The students still find it confusing. Then, vocabulary. Sometimes, the vocabulary under question is the one that is unfamiliar for the students. Sometimes, the clues provided in the sentences composing the text have not sufficiently explained the answer to the question. Those are problems that the students encounter in reading activities.”)
- R : “KKM untuk mata pelajaran bahasa Inggris itu sendiri berapa, Pak?”
(How about KKM for English subject, Sir?)
- T : “Tujuh puluh lima.”
(“Seventy five”)
- R : “Itu ditentukan guru mata pelajaran atau sekolah, Pak?”
(“Is it decided by the subject teacher or by the school, Sir?”)
- T : “Itu sekolah yang menentukan.”
(“Is it decided by the school.”)
- R : “Untuk mencapai KKM tersebut, siswa mengalami kesulitan tidak, Pak?”
(“To meet the KKM, do the students encounter problems, Sir?”)
- T : “Saya kira sulit ya. KKM 70 itu juga sebenarnya sudah tinggi untuk mata pelajaran bahasa Inggris.”

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	("I think so. In my opinion, KKM by 70 can be considered high for English subject.")
R	: "Terkait teknik pembelajaran di kelas, teknik apa yang digunakan untuk mengajarkan reading skills, Pak?"
	("In relation to classroom teaching techniques, what kind of teaching technique do you usually apply to teach reading skills, Sir?")
T	: "Seringnya diskusi karena untuk memberikan kesempatan kepada mereka untuk tidak hanya langsung menerima apa yang dari Guru. Kalau Guru salah, ya silahkan dikoreksi. Dan inilah sebenarnya yang dimaksud dengan CLT. Memang sekarang diprioritaskan untuk diskusi dan untuk menanamkan pendidikan karakter."
	("I often conduct a discussion in order to give students opportunities to not only simply agreeing with what the teacher gives. If the teacher makes mistakes, they are allowed to correct the mistakes. This is what actually CLT means. Indeed, at this present, discussion and character building are on the priority.")
R	: "Untuk pembelajaran bahasa Inggris sendiri, satu minggunya berapa kali, Pak?"
	("For English instruction, how many hours are allocated for the subject in a week, Sir?")
T	: "Empat jam."
	("Four hours.")
R	: "Hmm....Berapa menit ya Pak satu jamnya?"
	("Hmm...How long for each hour, Sir?")
T	: "Empat puluh menit."
	("Fourty minutes.")
R	: "Hmmm...sama terkait masalah grammar, apakah para siswa sudah memiliki pengetahuan yang cukup, Pak? Atau masih mengalami kesulitan juga, Pak? Misalnya untuk memahami teks recount, apakah para siswa sudah menguasai past tense?"
	("Hmm....and in terms of grammar, do the students have enough knowledge, Sir? Or, do they remain experiencing problems in this aspect, Sir? Specifically, to understand recount texts, have they mastered past tense, Sir?")
T	: "Mereka juga untuk grammar, masih mendapatkan beberapa permasalahan. Karena vocabnya juga kurang. Di sekolah juga tidak terlalu ditekankan untuk grammar, hanya difokuskan untuk soal-soal yang diujikan dalam UN. Akhirnya mereka mengalami kesulitan. Apalagi bahasa Inggris juga hanya empat kali dalam seminggu. Mereka yang sudah aktif atau ikut les di luar tidak memiliki masalah karena mereka mendapatkannya di tempat yang lain. Tetapi bagi mereka yang hanya belajar di sekolah, saya kira mereka masih kurang dalam pengetahuan grammarnya."

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	<p>(“They also remain having problems with grammar. Since they also lack vocabulary mastery. At school, grammar doesn’t receive great emphasis and instruction focuses on questions tested in the National Examination. As a consequence, they have problems with grammar. What is more, English is taught four times a week. They, who always actively participate or who attend an English course, do not have any problems since they learn it in another place. However, for them who learn it only at school, I think their knowledge of grammar still lacks.”)</p>
R	<p>: “Untuk masalah partisipasi siswa di kelas, apakah masih ada yang malas atau kurang semangat belajarnya?”</p> <p>(“In terms of students’ participation in the class, is there any of them who still lacks enthusiasm?”)</p>
T	<p>: “Ketika diskusi, ada beberapa siswa yang keaktifannya masih kurang, kurang serius. Meskipun mereka bagus. Apakah itu karena pembelajarannya yang kurang, desainnya yang kurang menarik. Jadi kadang kembali lagi ke teacher-centered juga karena untuk membuat siswa aktif itu bukan hal yang mudah. Dari pada the students get nothing.”</p> <p>(“During the discussion, there are several students with inadequate participation, their seriousness remains inadequate. However, they still can perform well. I don’t know whether it was because of the teaching and learning activities that they considered poor or the design that was less interesting. Thus, sometimes, I return to the teacher-centered approach since it is not easy to make the students participate actively. It’s better than the students get nothing.”)</p> <p>(Appendix E/ Interview Transcript with the Teacher 1, 18 July 2013)</p>

Then, the preliminary classroom observation conducted at Class 8H on Tuesday, 23 July 2013 at 08.45 – 10.05 a.m was then reported in a vignette described as follows.

When the English teacher and the researcher entered the class, the students had not been ready for their English class. Some of them remained chatting with their friends or returning back to their seats while the others prepared for their English class. The class leader then led the class to pray. After that, the English teacher checked the attendance and asked the researcher to introduce herself to the students. After the researcher asked for permission to the class to have an observation in the class, the teacher started the English class while the researcher moved to the corner of the class and started the observation.

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The teacher began the class by distributing a lead-in task to the students. It was a vocabulary exercise in which the students had to look the meaning of a list of words up in the dictionary. The students had to complete the task in pairs within 15 minutes. Although the teacher allowed the students to open their dictionary, **some students did not do that and tried to ask for the answer to the researcher. Some students even did not bring dictionaries while some of them, especially them who sat in the back lines, seemed not to do the task and made noise.** When the time given to do the task was up, the students voluntarily wrote down their answer on the white board. The teacher monitored their answer and, if there were any mistakes, the teacher would asked the class to correct the mistakes together. **The mistakes that the students made in this task included spelling and multiple meaning of the word, especially for words with more than one part of speech.**

After they were done with their vocabulary exercise, the teacher told the students that they were going to learn recount texts. The teacher initiated the lesson by asking the students some trivial questions about what such texts might tell the readers, their characteristics, and the grammatical features that this type of text might use. **Some students, especially the ones sitting in the front lines near where the teacher stood, gave their opinions. But, the students sitting in the back lines did not.** Then, the teacher specified the theme of their discussion to hobbies.

Having done with the exploration of the theme, the teacher distributed the next task. The teacher asked the students to answer seven questions based on the given text. They had to complete the task in pairs. The words that the students had in the previous task were taken from the text that they had in this task. The teacher let the students understand the text on their own. The text was three-paragraphs long. **Instead of asking about unfamiliar words or confirming their understanding about the text, some students remained trying to ask the researcher to give them the answers to the question. Also, the other students seemed busy translating every single word unfamiliar for them.** It was totally time consuming and made them unable to complete the task until the time was up. After they complete the task, the same discussion as the first one repeated. **In this task, the students' mistakes covered giving wrong answers or less appropriate answers to the questions about the content of the text and answering the questions in sentences that were grammatically incorrect or had spelling errors.** To correct the wrong or less appropriate answers, again, the students and the teacher together did it together. When the bell rang for the second time, indicating that the time had been up, the teacher ended the class by concluding what had been learned that time.

After doing the preliminary classroom observation, the researcher also conducted interviews with some of Grade 8H students. The following are some interview transcripts between the researcher (R) and the students (S).

R	: “Ada kesulitan ketika belajar bahasa Inggris di sekolah, Dek?” (“Do you have any problems in learning English at school?”)
S1	: “Hmmm....Paling kata-katanya susah sama ngak bisa ngucapinnya Mbak.” (“Hmmm....The vocabulary is difficult and I don’t know how to pronounce it, Miss.”)
R	: “Kalo untuk reading, ada kesulitan ngak Dek ketika memahami teks?” (“In relation to reading skills, do you encounter problems when comprehending a text?”)
S1	: “Iya, itu Mbak. Karena banyak kata-kata yang susah jadi lama. Harus buka-buka kamus terus.” (“Yess, I do. Because there are many words unfamiliar for me making it take a long time to understand it. I need to always open the dictionary.”)
R	: “Biasanya selain buka kamus, biar bisa memahami teks, Adek ngapain?” (“Besides looking up the meaning in the dictionary, to understand a text, what do you usually do?”)
S1	: “Tanya teman, Mbak. Atau tanya sama guru.” (“Asking my friends, Miss or asking the teacher.”)
R	: “Untuk pembelajaran reading, biasanya kegiatannya seperti apa sih, Dek?” (“For reading instruction, what kind of activities do you usually have?”)
S1	: “Ya seperti tadi, Mbak. Dikasih daftar kata-kata, nyari di kamus, dikasi teks, terus jawab pertanyaan Mbak.” (“Just like what we had this meeting, Miss. The teacher gives a list of words, asks us to find the meaning in the dictionary, gives a text and then asks us to answer questions, Miss.”)
R	: “Kegiatan seperti itu, menurut Adek membantu ngak untuk bisa menguasai bahasa Inggris?” (“In your opinion, do such activities help you master English?”)
S1	: “Biasa aja sih Mbak. Tapi kadang suka bosan kalo cuma jawab soal gitu. Pengen ada yang beda. Pake permainan gitu.” (“So-so, Miss. But, I sometimes felt bored with such an activity of only answering questions. I expect different activities, through games, for an example.”)
R	: “Terus, media, misalnya presentasi pake powerpoint atau gambar, suka dipake ngak Dek pas ngajar reading?”

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	(“Then, in terms of media, such as presenting using powerpoint slides or pictures, does the teacher use those media when teaching reading?”)
S1	: “Ngak, Mbak.” (“No, he doesn’t.”)
(Appendix E/ Interview Transcript with the Students 1, 23 July 2013)	
R	: “Ada kesulitan belajar bahasa Inggris di sekolah ngak, Dek?” (“Do you have any problems in learning English at school?”)
S2	: “Hmm...Apa ya? Paling kalo nemu kata-kata sulit aja, Mbak. Grammar juga. Terus gak bisa ngomongnya juga.” (“Hmm...What are they? Unfamiliar words, Miss. Also, grammar. Then, I also don’t know how to pronounce a certain word.”)
R	: “Kalo untuk reading, ada kesulitan ngak Dek ketika memahami teks?” (“In relation to reading skills, do you have any problems when comprehending a text?”)
S2	: “Iya, Mbak. Kadang ada teks yang kata-katanya susah makanya jadi susah juga memahaminya.” (“Sure, Miss. Sometimes, I found a text with unfamiliar words making it difficult to understand it.”)
R	: “Biasanya biar bisa memahami teks, Adek ngapain?” (“What do you usually do to understand such a text?”)
S2	: “Buka kamus, Mbak.” (“Consulting to the dictionary, Miss.”)
R	: “Untuk pembelajaran reading, biasanya kegiatannya seperti apa sih, Dek?” (“In relation to reading instruction, what kind of activities do you usually have?”)
S2	: “Paling cuma ngerjain soal terus diskusi jawabannya bareng-bareng.” (“It is often only to answer questions and have a discussion to discuss the answer together.”)
R	: “Pake media ngak, Dek pas ngajar reading? Misalnya presentasi pake powerpoint atau gambar.” (“Are there any media used, when the teacher teaches reading skills? Such as powerpoint presentations or pictures.”)
S2	: “Kadang sih, Mbak. Tapi jarang.” (“Sometimes, Miss. But, they are rarely used.”)
R	: “Menurut Adek, kegiatan reading seperti itu menarik, membantu atau bagaimana?” (“In your opinion, do you find those reading activities interesting, helpful or what?”)
S2	: “Suka bosen mba soalnya cuma diambil dari buku aja. Gak ada gambarnya.”

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	("I often found it boring because the materials are taken only from books. There is no picture.")
R	: "Terus biar menarik, ada saran ngak kegiatan untuk belajar reading harus seperti apa?"
	("Then, to make the activities interesting, do you have any suggestions for reading instruction?")
S2	: "Pake games gitu atau gambar, Mbak. Kan kalo ada gambar bisa lebih paham."
	("Using games or pictures, Miss. Pictures can help improve comprehension.")
	(Appendix E/ Interview Transcript with the Students 2, 23 July 2013)
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R	: "Ada kesulitan belajar bahasa Inggris di sekolah ngak, Dek?"
	("Do you have any problems in learning English at school?")
S3	: "Hmm...Apa ya?"
	("Hmm...What are they?")
R	: "Vocabulary atau grammar mungkin, Dek. Ada kesulitan ngak untuk hal itu?"
	("Vocabulary or grammar, perhaps. Do you have any problems with those two aspects?")
S3	: "Iya, Mbak. Sama ucapannya."
	("Yes, I do, Miss. Also, the pronunciation.")
R	: "Kalo untuk reading, ada kesulitan ngak Dek ketika memahami teks?"
	("In terms of reading skills, do you have any problems when comprehending a text?")
S3	: "Kadang suka ngak bisa pas jawab soal aja, Mbak."
	("Sometimes, I could not answer the questions, Miss.")
R	: "Memangnya untuk pembelajaran reading, biasanya kegiatannya seperti apa sih, Dek?"
	("In relation to reading instruction, what kind of activities do you usually have?")
S3	: "Seringnya ngerjain soal, Mbak."
	("Answering questions, Miss.")
R	: "Ngerjain berkelompok atau sendiri, Dek?"
	("In groups or individually?")
S3	: "Sama teman sebangku, Mbak."
	("In pairs with our table mate, Miss.")
R	: "Pake media ngak, Dek pas ngajar reading? Misalnya presentasi pake powerpoint atau gambar gitu."
	("Does the teacher use those media when teaching reading? Such as presenting using powerpoint slides or pictures.")
S3	: "Ngak, Mbak. Dari buku biasanya."
	("No, he doesn't, Miss. The materials are usually taken from the book.")

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- R : “Terus pertanyaannya gimana? Nentuin informasi umum, informasi khusus gitu, Dek?”
(“Then, what are the questions like? Do you have to find general information and specific information?”)
- S3 : “Iya, Mbak.”
(“Yes, Miss.”)
- R : “Bisa jawab pertanyaannya?”
(“Can you answer such questions?”)
- S3 : “Kalo banyak kata-kata yang sulit suka bingung, Mbak.”
(“If there are many unfamiliar words, it often makes me confused, Miss.”)
- R : “Adek seneng ngak dengan kegiatan pembelajaran yang seperti itu?”
(“Do you enjoy such a teaching and learning activity?”)
- S3 : “Pengennya ada kuis-kuis gitu Mbak biar menarik.”
(“I expect that there will be some quizzes, Miss, so that it will be interesting.”)
- R : “Biar tambah semangat juga ya, Dek?”
(“And also to make the students more enthusiastic, right?”)
- S3 : “Iya, Mbak.”
(“Certainly, Miss.”)

(Appendix E/ Interview Transcript with the Students 3, 23 July 2013)

Finally, a pre-test on reading comprehension was also given to the students of Class 8H on Tuesday, 12 November 2013. The chart below illustrates the result of the pre-test.

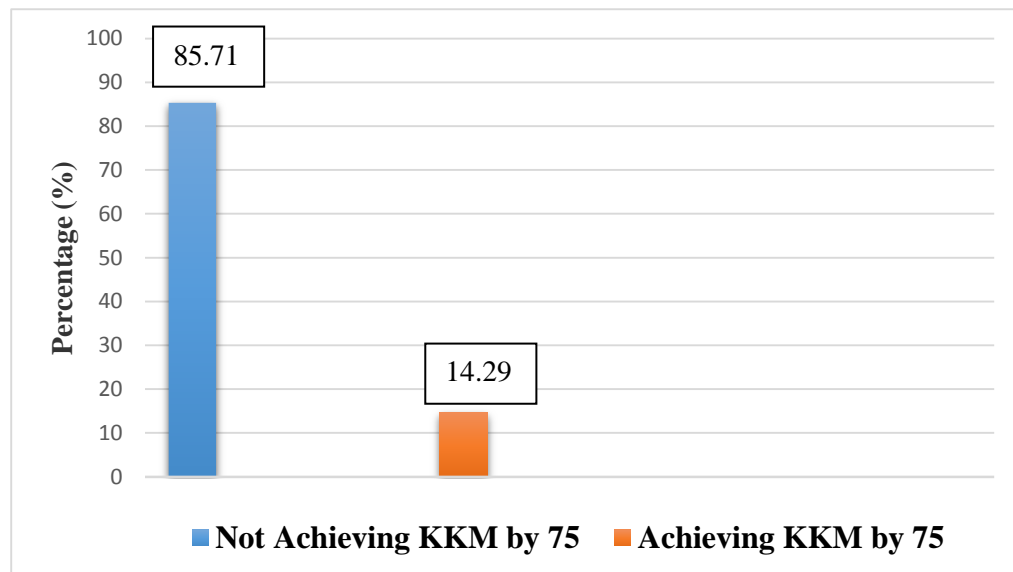


Figure 9: **Results of a Pre-Test on Reading Comprehension**

The chart above clearly suggests a big gap between the students not achieving KKM or the minimum criteria of achievement, that is by 75, and those who did. From 35 students taking the test, there were only 5 (14.29%) of them who achieved KKM while the remaining 30 students (85.71%) did not. The items in the pre-test covered finding out the main idea of a text, identifying important information in the text, deducing the meaning of unfamiliar lexical items, understanding references and making inferences.

Based on the interview transcripts, vignette and findings from the pre-test, the problems found in English instruction, especially in reading, can be concluded as presented in the table below.

Table 5: Field Problems in the English Teaching and Learning Process of Reading in Class VIII H in the First Semester of the 2013/2014 Academic Year

No	Category	Problem	Sources
1.	Students' Reading Skills	a. There were quite a few students who did not pass the minimum criteria of achievement by 75 for English subject.	Interviews, Pre-Test
		b. The students had difficulties in comprehending English texts. They lacked vocabulary mastery and grammatical knowledge important to understand the text.	Interviews, Observation, Pre-Test
		c. Instead of making use of the context or reading strategies, the students tended to translating every single words unfamiliar for them.	Observation
		d. The students lacked grammatical knowledge which in turn made their answer to open-ended questions illegible.	Interviews, Observation
2.	Students' Attitude, Motivation and Participation	e. Some students had low motivation in learning reading.	Interviews, Observation
		f. The students got bored with the usual activities of teaching and learning of reading.	Interviews, Observation
		g. Some students did not pay attention to the teacher's explanation and were busy chatting with their tablemate.	Observation
		h. Some students did not do the task given by the teacher.	Observation
		i. During the discussion activity, some students remained passive and simply wrote down the answer to each comprehension question.	Observation
3.	Teaching and Learning Activities of Reading	j. The teaching and learning activities were less interesting.	Interviews, Observation
		k. The teaching and learning activities did not use sufficient media to facilitate the students.	Observation
		l. There were limited interaction among students and between the teacher and the students.	Observation
		m. Four hours a week for English instruction were considered inadequate.	Interviews

Considering the above list of problems, the researcher and the teacher decided which problems feasible to be solved. As the focus of the research was to improve students' reading skills, therefore the selected problems consist of problems in points *b*, *c*, *i* and *j* namely:

- a. The students had difficulties in comprehending English texts. They lacked vocabulary mastery and grammatical knowledge important to understand the text.
- c. Instead of making use of the context or reading strategies, the students tended to translating every single words unfamiliar for them
- d. During the discussion activity, some students remained passive and simply wrote down the answer to each comprehension question.
- e. The teaching and learning activities were less interesting.

2). Determination of the Actions to be Implemented

Those problems identified in the previous section imply that students need a way to help improve their reading skills. Thus, the researcher and the English teacher agreed to use Directed Reading-Thinking Activity that consists of three main steps, namely *predicting*, *reading* and *proving/disproving the predictions*. Further details of the actions to be implemented are described in Table 6 below.

Table 6: **Selected Problems and Selected Actions to Overcome the Problems**

No.	Selected Problem	Action
1.	Some students had difficulties in comprehending English texts.	<ul style="list-style-type: none"> - Conducting the activities of Directed Reading-Thinking Activity - Pre-teaching vocabulary important to comprehend a given text - Explaining grammatical knowledge related to the text
2.	Instead of making use of the context or reading strategies, the students tended to translating every single words unfamiliar for them.	<ul style="list-style-type: none"> - Encouraging the students to make predictions and prove/disprove the predictions through the activity of DR-TA
3.	During the discussion activity, some students remained passive and simply wrote down the answer to each comprehension question.	<ul style="list-style-type: none"> - Appreciating students' participation using a reward
4.	The teaching and learning activities were less interesting.	<ul style="list-style-type: none"> - Using media such as pictured-texts and power point slides to deliver the materials

This stage of reconnaissance is said to be valid since it was done in line with the concepts of democratic validity and dialogic validity proposed by Anderson *et al.* in Burns (1999). To meet the first criterion of validity, the researcher gave opportunity to the students and the English teacher to express their opinions related to the English instruction, especially on reading skills. Then, the latter criterion of validity was met by working collaboratively with the English teacher as the collaborator to determine problems with the English instruction for reading skills and to find solutions to the problems.

B. Implementation of the Actions

This action research consisted of two cycles, i.e. Cycle 1 and Cycle 2. As explained in Chapter III, these research cycles followed the cyclical AR model

proposed by Kemmis and McTaggart in Burns (2010) that is comprised of *planning*, *action* and *observation*, as well as *reflection*. Also, the teaching approach of Genre-Based Approach with four stages was adopted in the teaching and learning activities. The stages consisted of building knowledge of the field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT) and independent construction of the text (ICOT).

During the research, the researcher acted as the teacher while the English teacher served as the research collaborator. In addition, the researcher also involved her fellow university student to document the research conduct. The process in each cycle is described as follows.

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was conducted in three meetings starting from 12 – 19 November 2013.

1) Planning

In this stage, the researcher and the collaborator made some plans to be conducted in the next stage, i.e. *action* and *observation*. There were two main activities done in this stage, namely developing lesson plans and preparing the research instruments to collect data. Detailed plans for each meeting in Cycle 1 are listed as follows.

a) The First Meeting (BKOF)

- (1) Self-introduction and explaining the aim and objective of conducting research to the students,
- (2) Distributing a pre-test consisting of 30 multiple choice questions to the students and asking them to answer the questions in 40 minutes,
- (3) Distributing a lead-in task consisting of five questions to the students and discussing the answer to the questions together,
- (4) Giving the students a list of words related to the next activity and asking them to match the words with the appropriate meaning in pairs,
- (5) Dividing the students into small groups of four or five and distributing a series of pictures to each group where the groups should arrange the pictures into a good story and answer some questions based on the sequence arranged, and
- (6) Drawing conclusions about the lesson that the students will have in the next meeting based on the previous activities.

b) The Second Meeting (MOT)

- (1) Reviewing the materials taught in the previous meeting,
- (2) Giving four students with the highest score in the pre-test a reward,
- (3) Dividing the students into small groups of four or five and giving each groups a list of words related to the next activity then asking them to match the words with the appropriate meaning,
- (4) Demonstrating the activity of DR-TA with a recount text entitled '*Sixpence Worth of Trouble*',

- (5) Giving a task consisting of seven comprehension questions related to the text from the previous activity,
- (6) Giving some students rewards for their active participation in the teaching and learning activities,
- (7) Analyzing the generic structure and grammatical features of the recount text that the students have had in the previous activities, especially about the simple past tense, and giving the students a related task on the simple present tense, and
- (8) Drawing conclusions about the lesson that the students have learnt.

c) The Third Meeting (JCOT and ICOT)

- (1) Dividing the students into small groups of four or five and giving the groups a list of words related to the next activity then asking them to match the words with the appropriate meaning,
- (2) Conducting the activity of DR-TA with a recount text entitled '*My Mother vs A Thief*',
- (3) Giving some students rewards for their active participation in the teaching and learning activities, and
- (4) Distributing the first post-test consisting of 25 multiple choice questions to the students and asking them to answer the questions in 40 minutes.

2) Action and Observation

The following description provides details related to the implementation of the action plans listed previously. As stated before, the researcher adopted the

Genre-Based Approach during the administration of the teaching and learning activities in this research.

a) The First Meeting (BKOF)

The first meeting was held on Tuesday, 12 November 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. After that she asked for permission to the class to conduct research.

The researcher initiated the research by distributing a pre-test consisting of 30 multiple choice questions to the students and asked them to answer the questions in 40 minutes. When the time to complete the pre-test almost ended, the researcher reminded the students to be ready submitting the pre-test. After the students finished completing the pre-test and their answer sheets had been collected, the researcher then started the lesson for the first meeting.



Figure 10: The students do their pre-test independently.



Figure 11: The researcher reminds the students about the time left to complete the pre-test.

The researcher started the lesson for the first meeting by distributing a lead-in task consisting of five questions to the students and discussing the answers to the questions together. The researcher asked some trivial questions to the students about their unforgettable moment and went into details of the experience. However, most students kept silent and it was only some students sitting in the front line trying to respond as what can be concluded from the following field notes.

To begin, the researcher at first asked about the students' unforgettable moments. The researcher said, "*Do you have any unforgettable moments?*". **Since none tried to answer, the researcher then tried encouraging them, "Come on! Who want to share their experience? Raise your hand (while raising her hand illustrating the instruction)!"**. **After a while, one student sitting in the front line replied, "Me, Miss. The first time I visited a foreign country."**, he spoke in English. The researcher continued with several more questions to go into details of the experience. **The researcher then tried asking the other students, "Who else want to share their experience?"**. **But, none answered and it was hard to make them participate. So, the researcher continued to the next activity.**

Appendix C/ Field Notes 4, 12 November 2013

Then, the researcher gave the students a list of words related to the next activity and asked them to match several English words with the appropriate Indonesian meaning in pairs. Again, it was a bit hard for the researcher to invite the students to participate on their own in this activity as described in the following field notes.

When the time to complete the task of matching words with their appropriate meaning ended, the researcher asked the students to voluntarily give their answer saying "OK, who wants to try? Raise your hand (while raising her hands illustrating the instruction)! Anyone? Come on!" for several times. Again, no students wanted to be a volunteer. Therefore, using the presence list, the researcher called the name of some students and asked them to do the task.

Appendix C/ Field Notes 4, 12 November 2013



Figure 12: The researcher tries to encourage the students to participate in the teaching and learning activities.

After that, the students were divided into small groups of four or five and a series of pictures were distributed to each group where the groups should arrange some pictures under a theme of unforgettable experience into a good story and answer some questions based on the sequence arranged. Each picture in this activity came with description. Thus, the groups had two tasks, i.e. to match each picture with the right description and then to arrange the pictures into the right sequence. To arrange the pictures, the groups were given time.

At the end of the activity, the groups matched their picture sequence altogether. There were nine pictures needed to be arranged and eight groups to participate. The first picture had been done by the researcher and thus each group was in charge of sequencing one picture as illustrated in the following pictures.



Figure 13: **Some students participate in the teaching and learning activities in the first meeting.**

When all the nine pictures had been completely arranged, the researcher then crosschecked to the students whether the order had been correctly-arranged or not. The students did not have difficulties arranging the pictures since they also came with description which may indicate the right sequence of each picture. After that, the researcher continued with some questions as illustrated in the field notes below.

After the pictures had been completely arranged in the right sequence, the researcher gave the students some questions related to the picture sequence. Firstly, the researcher asked the students, “*Based on the order, what do you think the story is about?*”. However, the students seemed confused. Then, the researcher narrowed the question, “*Well, who is the main character in this picture?*”. The students then answered together, “*Raina*”. After that the researcher asked them again, “*What happened to her?*” and some students answered in bahasa Indonesia, “*Itu Miss, jatuh terus giginya lepas (She fell and had her tooth detached).*”. Why?, the researcher continued. “*Balapan lari sama temannya (She had a race with their friends).*”, they answered. “*And then?*”, the researcher said. “*Ke rumah sakit dan di suruh pake gigi palsu (She was taken to the hospital and the Doctor asked her to wear dentures).*”, they answered. “*Which part do you think is the most interesting?*”, the researcher asked one more question. “*Pas gigi palsunya lepas di sekolah (When she had her dentures detached while she was at school).*”, some of the students replied. From these interactions, it can be concluded that many students had understood the text.

At the end of the lesson, the researcher concluded the lesson that the students would have in the next meeting. In this activity, most students managed to guess that they were going to learn recount texts next meeting. As the bell rang, the researcher then ended the class.

b) The Second Meeting (MOT)

The second meeting was held on Wednesday, 13 November 2013. As usual, the researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. To begin the class, the researcher announced to the students four students with the highest score in the pre-test and gave them a reward. Then, the researcher reviewed the materials taught in the previous meeting.

Afterwards, the researcher divided the students into small groups of four or five and gave each group a list of words. These words were taken from a text that they would have in the next activity with the title "*Sixpence Worth of Trouble*". The students worked in groups matching the words with their appropriate definition and discussed their work with the researcher at the end of the activity. As a word may have more than one different meaning, the researcher therefore made the definitions provided in this task suited to the content of the text. To have the groups not easily forget the definition of each word given in this task, the researcher explained each word using gestures or pictures as narrated in the field notes below.

The researcher used a gesture or pictures to explain the meaning of each word to the students to make the new vocabulary retain in their memory. For an example, when she explained the word ‘take off’, she asked “*Well, what about ‘take off’? Which one is the right definition for the word ‘take off’? Yang mana (Which one)?* Then, the students answered while looking at their work “*To remove something*”. “*Very good. So, this is ‘take off’ (while demonstrating the meaning of the word ‘take off’ by taking off her shoes.).*”

Appendix C/ Field Notes 5, 13 November 2013

Then, the researcher explained to the groups the activity of DR-TA. To do that, first the teacher showed presentation slides to the groups that contained a recount text entitled ‘*Sixpence Worth of Trouble*’. The text had been divided into 5 parts/ stopping points. This activity consisted of three main stages, namely *writing down predictions* about a section of a text, *reading* that part of the text displayed on the slide, and *proving/disproving* the predictions by stating whether they were *accurate, less accurate* or *inaccurate*.



Figure 14: **The researcher shows presentation slides and explains about the Directed Reading-Thinking Activity and how to use the Prediction Verification Checklists during the activity to the students.**

Then, she distributed the Prediction Verification Checklists (henceforth PVC) to each group and explained to the students how to fill the PVC during the activity especially on where to write their prediction before reading and to make revision to the prediction after reading. As it was the first time for the students to

have such an activity, the students seemed confused especially about how to do the activity and how to fill the PVC as described in the following field notes.

After completing her explanation to the students on how to fill the PVC, the researcher asked them. *“So far, do you have any questions?”* **Then, a student tried to confirm her understanding, “Jadi bikin prediksi dulu sebelum baca, Miss? (So, we need to predict first before reading, don’t we, Miss?)”.** Some students sitting in the front line also asked, *“Miss, bedanya Accurate sama Less Accurate itu apa (Miss, what is the difference between Accurate and Less Accurate)?”*. **Then the researcher explained it to them, “Pertama kan tadi bikin prediksi dulu sebelum baca, lalu baca dan setelah membaca nanti didiskusikan bareng-bareng prediksinya benar, salah, atau benar tapi tidak lengkap atau ada yang salah. Itu bedanya, Dek. Sudah paham? (It has been explained that the first thing you need to do is predicting before reading, then reading and after reading you all discuss together whether the prediction is right, wrong or right but incompletely written or partially right and partially wrong. Do you get the point?)”**

Appendix C/ Field Notes 5, 13 November 2013

Next, the researcher demonstrated to the students how to make a prediction before reading the text. To do that, the teacher displayed the title of the text and some pictures related to the text and also some questions to facilitate prediction making for the first section of the text. The activity continued as described below.

To demonstrate how to make a prediction, the researcher at first displayed the title of the text and ask the students several questions, “Sixpence worth of trouble. Ada yang tau teksnya kira-kira tentang apa (Anyone knows what the text will be about)?”. However, the students seemed having no clue. **Then, the researcher gave them another clue, “Sixpence, ada yang tau sixpence itu apa (is there anyone who know what sixpence refers to)?”.** The students remained silent in confusion. The researcher showed them another clue of a picture of coin and told them that it was a sixpence. *“Jadi sixpence itu apa (So, what does sixpence mean)?”*, the researcher tried to make sure that everyone knew the meaning of the word. The students finally know that the word *sixpence* refers to money.

Then the researcher asked the students to find the meaning of the word “worth”. Some students told, *“Harga, Miss (It means value, Miss)”*. The other students said, *“Nilai (value)”*. **After the students knew the meaning of all words in the title, the researcher continued asking, “Based on the title and the picture, what do you think the text will be about?”.** However, the students seemed doubtful. **The researcher asked them once more, “Kira-kita ada apa**

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dengan uangnya (What do you think will happen to the money)? Will it bring happiness or problem?" Some students replied "*Problem, Miss*". **The researcher asked them again "Tahunya dari mana (How do you know)?"**. They answered that they found it from the text title, *Sixpence Worth of Trouble*. **Then, the researcher and the students agreed to make a prediction saying "The story will be about a trouble because of money" and wrote it on the white board.**

Appendix C/ Field Notes 5, 13 November 2013

After *predicting*, the next steps of DR-TA are *reading* and *proving/disproving the predictions*. These activities are described below.

Next, the researcher displayed the first section of the text and asked one of the students to read it aloud. Based on the information from that first section of the text, it was then decided whether the prediction was accurate or not.

To open the discussion, the researcher said "After reading, What do you think about the prediction now? Is it right or wrong?". The students did not say a thing. **Therefore, the researcher continued asking information until they could show information in the text to state whether their prediction was accurate, less accurate or inaccurate.** "*Well, ada berapa karakter dalam teks tadi (How many characters involved in the story)?*", the researcher continued.

Since no students answered, the researcher finally asked one of the students. "*Aditra, do you know the answer?*". "*Two, penulis dan George (the writer and George)*". "*Siapa George (Who is George)?*", the writer continued. "*The writer's nephew*", said one of the students. "*Iya, sepupunya penulis (That's right, he is the writer's nephew). Terus, si penulis ngasih apa samap George (What did the writer gave to George) ?*", the researcher asked them again. Some students replied *sixpence* or *money*. The researcher asked the students to pay attention to the sentence "*But, he bought himself sixpence worth of trouble*" and asked the word 'he' referred to refer to what. **Based on the discussion, it was then decided that the prediction was accurate.**

Appendix C/ Field Notes 5, 13 November 2013

Then, it was time for the groups to try making their own predictions to the next parts of the text. To facilitate the prediction making, the researcher also displayed a picture and questions related to the content of those text parts. In so doing, their predictions were actually the answer to the questions themselves. As the previous DR-TA activity demonstrated by the researcher, some of the students

volunteered to write down their predictions the on the white board. Then, one of the students read the part of the text being predicted and finally the groups evaluated the accuracy of the prediction. To state whether the predictions were accurate, less accurate, or inaccurate, the researcher encouraged the students to support their conclusion with information in the text as illustrated in the following field notes. This series of DR-TA activities continued until they had read the whole parts of the text.



Figure 15: **Pictures illustrating the text and some questions are displayed to facilitate prediction making.**



Figure 16: **Some students write down their prediction on the white board.**

When the activity of DR-TA had ended, the researcher then gave the groups a task consisting of seven comprehension questions related to the text as reinforcement. Rewards were still used to encourage students' participation. Then, using the same text, the teacher explained to the students the generic structure and grammatical features of the recount text that the students have had in the previous activities. In this meeting, the grammatical features of recount texts that the

researcher explained was *simple past tense*. Then a task related to the use of past tense in sentences followed. In this stage, the students had mastered recount texts however in relation to the past tense, they remained having problems especially with *regular* and *irregular* verbs.

As with the previous meeting, it was also hard to have the students participate in this meeting. Thus, the teacher told the students that they would receive a reward in exchange for their participation. This way proved a bit helpful as described in the following field notes.

When the researcher asked one of the groups to write down their prediction on the white board, none was willing to do that. Reflecting from the previous meeting, **the researcher then told them that any group who volunteered themselves would receive a reward** while showing a bag of presents to them. Some groups seemed would like to try. **Then, the researcher said, “Kelompoknya Fiera, wanna try?”, appointing the group.** The group finally move to the whiteboard writing their prediction. **After that, the researcher gave them a reward.** The group members seemed happy receiving the reward from the researcher. **The other groups then followed what the earlier group had done until finally the discussion ended.**

Appendix C/ Field Notes 5, 13 November 2013

Likewise, the same condition also occurred when the students were doing a task of answering comprehension questions based on the previos activity of DR-TA.

After the activity of DR-TA completed, the researcher then gave the students seven comprehension questions based on the previous text. The researcher told them that they would also receive a reward if they could answer the questions. **It worked. Some students made a queue to get the opportunity to answer each question. Even, some students felt disappointed since they did not get the chance to answer the question and to get the reward.**

Appendix C/ Field Notes 5, 13 November 2013

At the end of the meeting, conclusions about the lesson that the students had were drawn. As the bell rang, the researcher ended the lesson.

c) The Third Meeting (JCOT and ICOT)

The third meeting was held on Tuesday, 19 November 2013. As usual, the researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

In this meeting, the students would also have another activity of DR-TA. To begin, the researcher divided the students into small groups of four or five and gave the groups a list of words related to the next activity and asked them to match the words with their appropriate definition. Like the previous meeting, the definition of each word provided in this task had also been suited with the content of the text. After the groups finished completing the task, they checked the answer together with the researcher. The teacher remained supporting the explanation of each word definition using gestures or pictures related to each word definition in order that those new words could retain in students' memory.

Then, the researcher showed presentation slides that contained a recount text entitled '*My Mother vs A Thief*' and distributed the PVC to each group. Like the text in the previous meeting, this text was also divided into four parts/ stopping points. After that, the researcher involved the groups in the same activity of DR-TA consisting of *predicting*, *reading* and *proving/disproving the prediction*. To encourage participation of the students, the researcher did not forget to remind the groups that rewards would be given in exchange for their active participation during the activity as illustrated below.

The researcher tried encouraging participation of the students, "Remember guys, I have rewards for everyone who actively participate in this activity". Hearing that, the students looked happy. Some of them said "Asyik!", "Yee!" and "Hore!".

Appendix C/ Field Notes 6, 19 November 2013

During the activity in this meeting, the students seemed more capable of making predictions. It can be concluded from the following field notes.

“Based on the title of the text, what will the text be about?”, the researcher asked the students to make a prediction. **“Pencurian, Miss (robbery, Miss).”, one of the groups gave their prediction. “Iya, Miss, tentang robbery (Exactly, Miss. It’s about robbery).”, another group predicted. “How do you know?”**, the researcher tried asking for their reason to make such a prediction. **“Itu Miss dari kata thief, ibu lawan pencuri (based on the word “thief”, Miss. Mother vs a Thief).”**. *“Very good.!”*, the researcher gave them a compliment. The researcher asked those groups to write down their predictions on the white board and gave each group a reward. Then, the researcher asked one of the students to read the text.

Appendix C/ Field Notes 6, 19 November 2013

Likewise, the students also could predict the second part of the text although the researcher still needed to guide them as described in the activity below.

Then, the researcher asked the groups to predict the content of the second part of the text. *“Tadikan di bagian teks sebelumnya diceritakan ibunya telp the writer, menurut kalian kenapa ibunya telp? Dikaitkan dengan judulnya juga ya (It’s been told in the previous part of the text that the writer’s mother phoned him. In your opinion, why did she do that? Don’t forget to relate to the title of the story).”*, the researcher asked the students. **After a while, one of the groups raised hands and the researcher asked the group to write down their prediction on the white board.** The group received a reward from the researcher. Then, the researcher asked one of the students to read the text to prove the prediction.

Appendix C/ Field Notes 6, 19 November 2013

At the end of the activity, the teacher together with the students concluded what the text was about.

Then, at the second half of the meeting, the researcher distributed the first post-test consisting of 25 multiple choice questions to the students and asked them to answer the questions in 40 minutes. As the bell rang, the researcher closed the lesson.

3) Reflection

Reflection in this Cycle 1 was made based on findings from transcripts of interviews with the English teacher as the collaborator and the students, field notes as well as the comparison between students' mean score in the pre-test and that in the first post-test. Those findings highlight the effectiveness of the teaching and learning activities of reading using DR-TA seen from the students' reading comprehension ability and the students' participation. As explained in the previous section, the activity of DR-TA implemented in this research consisted of three stages, namely *predicting*, *reading* and *proving/disproving* the prediction. The effectiveness of DR-TA implementation in each stage is explained as follows.

a) Predicting

In the predicting stage, the students are expected to be able to make predictions related to the part of the text given to be discussed and present their prediction to the other students. They may also compare one prediction to another prediction raised for that part of the text. In fact, the implementation of DR-TA in this stage had not run as planned. Several problems emerged both in terms of students' participation and their reading comprehension ability.

In relation to students' participation, it remained hard for the researcher to have the students voluntarily show their prediction to the class. Also, the moment they participated voluntarily remained rare. The researcher should encourage their participation by calling their names or reminding them about rewards given in exchange for their participation as illustrated in the following field notes from meetings 2 and 3.

When the researcher asked one of the groups to write down their prediction on the white board, none was willing to do that. Reflecting from the previous meeting, **the researcher then told them that any group who volunteered themselves would receive a reward** while showing a bag of presents to them. Some groups seemed would like to try. **Then, the researcher said, “Kelompoknya Fiera, wanna try?”, appointing the group.** The group finally moved to the whiteboard writing their prediction. **After that, the researcher gave them a reward.** The group members seemed happy receiving the reward from the researcher. **The other groups then followed what the earlier group had done until finally the discussion ended.**

Appendix C/ Field Notes 5, 13 November 2013

The researcher tried encouraging participation of the students, “Remember guys, I have rewards for everyone who actively participate in this activity”. Hearing that, the students looked happy. Some of them said “Asyik!”, “Yee!” and “Hore!”.

Appendix C/ Field Notes 6, 19 November 2013

In addition, the finding from the interview transcripts with the English teacher below also reveals the same condition.

- R : “Saya coba di pertemuan selanjutnya, Pak. Kalo dari partisipasi siswa menurut Bapak bagaimana?”
 (“I will try it in the next meeting, Sir. **How about the students’ participation, Sir?**”)
- T : “Masih jarang yang aktif terlibat, ya. Masih sedikit kelompok yang mau tunjuk tangan menampilkan prediksi kelompoknya di depan kelas. Pas kegiatan diskusi untuk membahas prediksinya juga masih gitu, ya, siswa masih pasif. Saya amati juga yang aktif hanya yang itu-itu saja. Sewaktu kegiatan membuktikan prediksi, cuma beberapa siswa yang terlibat. Cuma sedikit yang berani menyampaikan pendapat dari apa yang sudah mereka baca. Diskusinya belum berjalan. Belum banyak siswa yang berani menyatakan pendapatnya.”
 (“**There was still a few students participating. There was still a few groups willing to raise their hands presenting their group’ prediction in front of the class.** The same thing also happened during in the discussion activity discussing the prediction, the students remained passive. I also noticed that the students participating in this activity were always the same students. A few of them was brave to express their opinion based on what they read. The discussion had not run. **Few students were brave to express their opinion.**”)

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- R : “Iya, Pak. Makanya biar kegiatan tetap berjalan kalo siswa ngak ada yang mau maju, saya panggil pake absen.”
 (“That’s right, Sir. That’s why to keep the activity run, if none of the students were willing to participate, I would appoint one of them using the presence list.”)
- T : “Iya, itu ngak apa-apa. Dari pertemuan kemarin juga sudah dikasih *reward*, ya?”
 (“**It doesn’t matter. Starting from the previous meeting, you have given the students rewards, haven’t you?**”)
- R : “Iya, Pak.”
 (“**Yes, Sir.**”)
- T : “Kalo selama ini saya baru sebatas kasih *verbal reward* saja. Tapi itu bagus, siswa juga jadi semangat karena diberi hadiah.”
 (“**I simply gave them verbal rewards so far. But, that’s good. The rewards made the students feel encouraged.**”)
- R : “Iya, Pak.”
 (“**Yes, Sir.**”)

(Appendix E/ Interview Transcript with the Teacher 4, 19 November 2013)

In relation to students’ reading comprehension ability, the students still found it difficult to make predictions. It can be inferred from the following transcript of interviews with some students.

- R : “Menurut kelompok ini, tadi bikin prediksinya sulit ngak?”
 (“**According to this group, how was the prediction making? Was it difficult or not?**”)
- S11 : “Masih bingung, Miss.”
 (“**Still confusing, Miss.**”)
- R : “Bingungnya di mana?”
 (“In which part?”)
- S7 : “Bingung mau nulis apa, terus gak tahu gimana nulisnya kan pake bahasa Inggris juga, Miss.”
 (“**I’m still feeling confused about what to write, then I didn’t know how to write it since it was in English.**”)
- R : “Kan tadi ada gambar dan dikasih pertanyaan juga, Dek, biar membantu.”
 (“**There were pictures and a list of questions to facilitate the prediction making, weren’t there?**”)
- S7 : “Iya, agak mendingan, Miss. Tapi gambarnya kurang jelas.”
 (“**Sure, they were a bit helpful, Miss. Still, the pictures were less obvious.**”)

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R : “Nanti lagi kalo bingung nulis isi prediksinya, jawab pertanyaan yang dikasih aja Dek. Kan jawaban pertanyaan itu sebenarnya ya prediksi itu sendiri karena kan kalian jawab pertanyaannya sebelum baca teksnya jadi sama aja kalian sedang membuat prediksi.”
 (“Next time, if you have problems writing the prediction, just try to answer the questions given. The answers to the questions are actually the predictions themselves since you answer the questions before you read the text and therefore it means that you are making predictions.”)

(Appendix E/ Interview Transcript with the Students 4, 13 November 2013)

R : “Dek Ina, tadi pas bagian bikin prediksinya, ada kesulitan ngak?”
 (“**Ina, did you have any problems when making predictions?**”)
 S13 : “Iya, Miss. Tadi pas bikin prediksi dari judul “*Sixpence Worth of Trouble*” itu kata-katanya kita ngak ngerti. Cuma tau *trouble*. Yang lain ngak, jadi ngak tahu mau jawab apa.”
 (“**Yes, I did, Miss. When I was making predictions to the title *Sixpence Worth of Trouble*, I didn’t know the meanings of the words. I only know the word *trouble*. I didn’t know the meanings of the other words, so I didn’t know how to answer.**”)
 R : “Kan tadi juga dikasih gambar uang pecahan *sixpencenya*, Dek. Terus ada satu gambar lainnya juga. Belum cukup ngebantu ya?”
 (“**I gave you a picture of a sixpence. Also, I gave another picture. Had the pictures been helpful to you?**”)
 S13 : “Yang *sixpencenya* emang ada gambarnya, Miss. Tapi kata *worth of* nya kita ngak tahu kan gak ada di latihan sebelumnya juga yang masangin kata sama artinya.”
 (“**It’s true that the word *sixpence* came with a picture, Miss. But for the word *worth of*, we didn’t know the meaning since it was not included in the previous task where we should match a word and its meaning.**”)
 R : “Oh, jadi gitu. Kalo dari segi penulisan, kan pake bahasa Inggris, Dek, ada kesulitan ngak?”
 (“Oh, I see. Then, in terms of writing, did you have any problems since you needed to write the prediction in English? ”)
 S13 : “Biasa aja, Miss. Kadang sulit, kadang enggak.”
 (“**Not really, Miss. Sometimes it’s difficult and sometimes it’s not.**”)

(Appendix E/ Interview Transcript with the Students 5, 13 November 2013)

- R : “Dek, tadi kelompoknya kok nggak mau disuruh maju nulis prediksi.”
 (“**Why did your group feel reluctant to write your group’s prediction?**”)
- S22 : “Hehehe. Iya, Miss.”
 (“Hehehe. That’s right, Miss.”)
- R : “Kenapa, Dek? Malu apa karena sulit?”
 (“**Why? Were you feeling ashamed or was it difficult?**”)
- S22 : “Sulit, Miss.”
 (“**It was difficult, Miss.**”)
- R : “Kesulitannya di mana?”
 (“**In which part?**”)
- S22 : “Banyak kata-kata yang susah, Miss. Terus juga masih ada kata-kata yang nggak tahu bahasa Inggrisnya waktu mau nulis prediksi. Pokoknya masih bingunglah.”
 (“**There were many unfamiliar words, Miss. Then, I still didn’t know some English words when I was about to write predictions. The point is that it was still confusing for me.**”)
- R : “Jadi sulit karena kata-katanya sulit dan karena harus nulis prediksi dalam bahasa Inggris ya Dek?”
 (“**So, you found it difficult due to unfamiliar words and the instruction that you needed to write the predictions in English?**”)
- S22 : “Iya, Miss.”
 (“**Exactly, Miss.**”)
- R : “Kalo gambarnya, membantu ngasih gambaran tentang ceritanya nggak Dek?”
 (“How about the pictures, were they helpful to give you a clue related to the content of the text?”)
- S22 : “Iya, Miss. Kalo pake bahasa Indonesia bisa. Cuma bingung bahasa Inggrisnya aja kalo mau buat prediksi.”
 (“**Sure, Miss. If the prediction was written in Indonesian, it’s not difficult for me. But, since it was written in English, I found it hard.**”)

(Appendix E/ Interview Transcript with the Students 8, 19 November 2013)

Moreover, the students’ incompletely-filled Prediction Verification Checklists below also may indicate students’ problems in making predictions to the texts.

Group Members : 1. Arva Septiana B.
2. Euy Sholikhah
3. Sausan Arista
4. Shafa Nabilah
5. Fathina A.

Text Title : "Sixpence Worth of Trouble"

Prediction Verification Checklist				
No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	1. According to the title of the text above, what do you think the story will be about? Prediction: Correction after Prediction:			
2.	Look at the picture on the slide. 1. Who do you think the little boy is? 2. What was the boy doing? Prediction: 1. George 2. lagi menghitung uang. Nah, uangnya jatuh. Terus George berusaha mengambil uangnya. Setelah itu tangannya kejepit. Correction after Prediction:	✓		
3.	Look at the picture again. 1. Would George be able to take his money back? Prediction: No. Correction after Prediction:			
4.	Look at the picture again. 1. What would the men possibly do? Would they arrest George because he made a mess? Or would they help George? Prediction: The men help George Correction after Prediction:			
5.	1. Do you think George would be upset after failing taking back his money? Prediction: George upset Correction after Prediction:			

Figure 17: Examples of Students' Prediction Verification Checklists from Meeting II

Group Members : 1. Dyah Ayu Noor K.
2. Fathina Azizah
3. Handika Yoga W.
4. M. Akhsan Pridatama
5. Zahra Chaira Hayu

Text Title : "My Mother Vs A Thief"

Prediction Verification Checklist

No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	1. According to the title of the text above, what do you think the story will be about? Prediction: Thieving Correction after Reading:	✓		
2.	1. In your opinion, what made the Mother phoned her son (the writer)? 2. Look at the picture on the slide. Who is possibly the man in the picture? What was he doing? Prediction: 1. Because thief in her house. 2. Thief Correction after Reading:	✓ ✓		
3.	1. Look at the picture on Slide 2 again. What do you think would happen between the Mother and the thief? 2. Would the thief do something bad to the Mother? Prediction: 1. The thief attack the Mother. 2. Yes. Correction after Reading: 1. The mother nailed the thief in the cupboard and the thief could not attack the Mother.		✗	✓ ✓
4.	1. What would the writer possibly do? 2. What possibly happened to the thief? Prediction: 1. Call Police 2. The thief unconscious Correction after Reading:	✓ ✓		

Figure 18: Examples of Students' Prediction Verification Checklists from Meeting III

Based on the pictures above, it can be seen from Figure 17 that some students initially only wrote their prediction using a few words with several grammatical mistakes or simply left the column of the PVC blank, which may indicate their inability to express their idea in English. Even, the prediction was written in Indonesian. Some of their predictions also a bit illegible. They also did not confirm whether their prediction was accurate, less accurate or inaccurate and did not make any revisions to the less accurate or inaccurate predictions. Meanwhile, their ability to make predictions got better the next meeting as shown in Figure 18. However, several grammatical mistakes still occurred in their predictions.

Furthermore, the students' difficulties in making predictions in this cycle made there was only one prediction raised for each stopping point/ part of the texts. As a consequence, during the discussion, the groups only focused on proving or disproving that prediction after reading. They did not get the chance to compare their prediction to the other group's prediction. However, according to the English teacher, it would be better to have more than one prediction to discuss so that the students could make a comparison concerning the more accurate prediction which eventually may make them a more critical reader as given in the following transcript of the interview with the English teacher.

T	: “Di siklus ini prediksi yang ditampilkan siswa hanya satu ya, Mbak?” (“ In this cycle, the prediction presented by the students was only one, wasn’t it? ”)
R	: “Iya, Pak.” (“ Yes, Sir. ”)

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- | | |
|---|--|
| T | : “Alangkah lebih bagus kalo prediksi dari tiap kelompok bisa ditampilkan jadi siswa juga bisa membandingkan prediksi mana yang lebih benar. Sehingga kegiatan diskusinya bisa lebih hidup.”
(“It would be better if the prediction of each group can be presented so that the students can compare which prediction is more correct. Thus, the discussion activity will be more active.”) |
| R | : “Oh, iya, Pak. Dari kemarin hanya satu karena itu saja sulit, Pak.”
(“Sure, Sir. I only had one prediction in the previous meetings since it was hard even to have the groups present one prediction.”) |
| T | : “Lah, memang membuat siswa aktif itu sulit. Atau mungkin bisa pake kertas yang besar, biar semua prediksinya bisa ditampilkan sehingga kelompok lain juga bisa melihat prediksi yang dibuat kelompok yang lainnya.”
(“Making the students to participate actively is indeed not an easy job. Maybe you can use a large sheet of paper to make all the prediction can be displayed and thus each group can see the prediction made by the other groups.”) |
| R | : “Saya coba di pertemuan selanjutnya, Pak. Kalo dari partisipasi siswa menurut Bapak bagaimana?”
(“I will try it in the next meeting, Sir. How about the students’ participation, Sir?”) |

(Appendix E/ Interview Transcript with the Teacher 4, 19 November 2013)

Based on the explanation above, there may be several factors contributing to students’ difficulties in the predicting stage such as unfamiliar words and insufficient clues that the researcher provided to facilitate prediction making. In addition, the students also encountered a problem since they needed to write the prediction in English. They may have something in their mind to tell about the content of the text but since they needed to write it in English, therefore they found it difficult. These factors may in turn negatively affect students’ participation resulting in their low participation during the teaching and learning activities. Later, the problems related to the next stage of DR-TA, i.e. reading, is analyzed in the next section.

b) Reading

In the reading stage, the students read the part of the text being predicted in the previous stage to find information that later will either prove or disprove the prediction. The reading stage in this research had one of the students read aloud a part of the text after the groups finished making predictions to that part of the text. An example of how the activity in this stage lasted is illustrated in the field notes from meeting 2 below.

Next, the researcher displayed the first section of the text and offered the students if one of them would like to voluntarily read it aloud by saying “*Ada yang mau jadi volunteer (Is there anyone who wants to be a volunteer)? Come on, who wants to try?*”. Since none wanted to volunteer, the researcher chose one of the students to read the text part. When she was reading the text, the student still made many pronunciation errors such as for words *exchanged*, *George*, *sixpences*, and *bought*. The researcher corrected the errors while she was reading the text by showing her how to pronounce the words correctly using Cambridge dictionary in the form of a software. After the students finished reading the part of the text, the discussion to prove or disprove the prediction began.

Appendix C/ Field Notes 5, 13 November 2013

The field notes above show that the students were reluctant to read the text and confirms that they had problems with the way they pronounced English words. It can be concluded since several pronunciation mistakes were made. Based on the transcript of the interviews with some students below, it was revealed that their anxiety about making pronunciation mistakes eventually made them hesitate to volunteer themselves in this stage, although it simply asked them to read a text.

- R : “Adi, tadi pas bagian *reading* disuruh baca kok ngak mau? Padahal kan cuma baca aja.”
 (“**Adi, during the reading stage, why did you refuse to read the text?** You only needed to merely read it.”)
 S1 : “Malu, *Miss*.”
 (**I was not confident, Miss.**)
 R : “Loh, kenapa malu?”
 (“Why?”)
 S1 : “Malu aja, *Miss*. Ngak bisa.”
 (**I don’t know. I was only feeling not confident, Miss. I couldn’t read the text.**)

(Appendix E/ Interview Transcript with the Students 6, 13 November 2013)

- R : “Tadi kenapa pas bagian *reading* ngak mau baca, Dek? Takut salah *pronunciation*nya?”
 (**During the reading stage, why did you refuse to read the text? Were you afraid of making pronunciation mistakes?**)
 S2 : “Iya, *Miss*. Malu, ngak bisa bacanya.”
 (**Yes, I was, Miss. I wasn’t feeling confident since I couldn’t read the text.**)

(Appendix E/ Interview Transcript with the Students 9, 19 November 2013)

However, the research did not focus on that aspect. Therefore, it did not matter as long as their participation in this stage was apparent. It can be inferred from the following transcript of the interview with the teacher.

- R : “Berarti untuk pertemuan selanjutnya yang harus saya perbaiki apa saja, Pak?”
 (So, for the next meeting, what should I repair, Sir?)
 T : “Ya itu tadi kalo bisa tiap tahap prediksi ada lebih dari satu prediksi yang ditampilkan sehingga siswa bisa membandingkan mana yang lebih mendekati benar. Terus untuk *vocabulary* tadi pembahasannya Anda juga sudah cukup bagus. Tadi saya amati ketika membahas arti kata-kata yang perlu siswa tahu Anda juga mempraktikan dengan gerak badan jadi diharapkan siswa akan lebih mudah mengingatnya. Tapi saya kira tidak perlu sampai siswa bisa melafalkan dengan benar kata-kata pada teks itu. Nanti waktunya habis di situ sementara masih banyak yang harus siswa kuasai. Di tujuan pembelajaran juga tidak dicantumkan kan?” Yang penting tiap indikator di RPP terwakili di soal saja. Terus kan bentuk soalnya itu katanya diambil dari bentuk soal yang biasa diujikan di UN, jadi siswa perlu diberitahu jika soalnya seperti ini, maksudnya bagaimana.

[Continued]

[Continued]

(“Just like what I said before, if possible, it’s better to have more than one prediction displayed so that the students can conclude which prediction that is more accurate. Then, in terms of vocabulary, the way you discussed the vocabulary important to read the text was quite clear. I noticed that you also used gestures to explain the words and therefore it is expected that the students can remember the words more easily. **But I don’t think you need to teach the words until the students can correctly pronounce every single word. I’m afraid you may spend too many time in this aspect while there are quite a few other things that they need to master. Besides, you didn’t mention it in the lesson plan, did you?** The most important thing is that each indicator in the lesson plan should be put in the question items assessed. Also, you told me that the types of the question items were adapted from the ones usually tested in the National Examination, thus it is necessary to explain to the students the purpose of each question item.”)

R : “Iya, Pak, tidak.”

(“**Yes, Sir, I didn’t mention it in the lesson plan.**”)

(Appendix E/ Interview Transcript with the Teacher 3, 13 November 2013)

c) Proving/ Disproving the Prediction

In the proving/disproving stage, the students are expected to be able to prove/disprove their prediction using the information that they find after reading. However, as in the previous two stages of DR-TA, there were a few students who participated in the discussion activity to prove or disprove predictions as can be inferred from the transcript of the interview with the English teacher below.

R : “Saya coba di pertemuan selanjutnya, Pak. Kalo dari partisipasi siswa menurut Bapak bagaimana?”

(“I will try it in the next meeting, Sir. **How about the students’ participation, Sir?**”)

T : “Masih jarang yang aktif terlibat, ya. Masih sedikit kelompok yang mau tunjuk tangan menampilkan prediksi kelompoknya di depan kelas. Pas kegiatan diskusi untuk membahas prediksinya juga masih gitu, siswa masih pasif. Saya amati juga yang aktif hanya yang itu-itu saja. Sewaktu kegiatan membuktikan prediksi, cuma beberapa siswa yang terlibat. Cuma sedikit yang berani menyampaikan pendapat dari apa yang sudah mereka baca. Diskusinya belum berjalan. Belum banyak siswa yang berani menyatakan pendapatnya.”

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(“There was still a few students participating. There was still a few groups willing to raise their hands presenting their group’ prediction in front of the class. The same thing also happened during the discussion activity discussing the prediction, the students remained passive. I also noticed that the students participating in this activity were always the same students. A few of them was brave to express their opinion based on what they read. The discussion had not run. Few students were brave to express their opinion.”)

(Appendix E/ Interview Transcript with the Teacher 4, 19 November 2013)

In addition, in relation to the students’ reading skill, the students still had problems in proving and disproving the predictions. The next stage of DR-TA after predicting was reading. After reading, the students were expected to find information that would prove or disprove their prediction. Yet, they could not conclude the information on their own. It was still necessary for the researcher to provide clues which guided them to the conclusion about the prediction. This finding can be illustrated in the following field notes.

To open the discussion, the researcher said “*After reading, What do you think about the prediction now? Is it right or wrong?*”. The students did not say a thing. Therefore, the researcher continued asking information until they could show information in the text to state whether their prediction was accurate, less accurate or inaccurate. “*Well, ada berapa karakter dalam teks tadi (How many characters involved in the story)?*”, the researcher continued. Since no students answered, the researcher finally asked one of the students. “*Aditra, do you know the answer?*”. “*Two, penulis dan George (the writer and George)*”. “*Siapa George (Who is George)?*”, the writer continued. “*The writer’s nephew*”, said one of the students. “*Iya, sepupunya penulis (That’s right, he is the writer’s nephew). Terus, si penulis ngasih apa sama George (What did the writer gave to George) ?*”, the researcher asked them again. Some students replied *sixpence* or *money*. The researcher asked the students to pay attention to the sentence “*But, he bought himself sixpence worth of trouble*” and asked the word ‘he’ referred to refer to what. Based on the discussion, it was then decided that the prediction was accurate.

Appendix C/ Field Notes 5, 13 November 2013

In relation to this problem, the researcher also interviewed some students. The transcript of the interviews is given as follows.

R	: “Dek, teksnya tadi sulit ngak?” (“ Do you think the text was difficult? ”)
S1	: “Sulit, Miss.” (“ Yes, it was difficult, Miss. ”)
R	: “Sulitnya di mana?” (“ In which part did you find it difficult? ”)
S1	: “Kata-katanya, Miss.” (“ The words composing the text, Miss. ”)
(Appendix E/ Interview Transcript with the Students 6, 13 November 2013)	

R	: “Teksnya masih banyak kata-kata yang sulit ngak Dek?” (“ Did you find many unfamiliar words in the text? ”)
S29	: “Lumayan, Miss.” (“ Yes, I did, Miss. ”)
R	: “Terus itu ngaruh ngak ke pemahaman kamu sama teksnya?” (“ Then, did it affect your understanding about the text? ”)
S29	: “Iya, Miss, kalo lagi ngak bisa nebak.” (“ Certainly, Miss. Especially when I could not make a guess. ”)
(Appendix E/ Interview Transcript with the Students 11, 19 November 2013)	

R	: “Dek, tadi kenapa diem aja pas kegiatan diskusi?” (“ Why didn’t you participate during the discussion activity? ”)
S5	: “Ragu-ragu, Miss. Teksnya kata-katanya ada yang susah.” (“ I was doubtful, Miss. The text consisted of unfamiliar words. ”)
R	: “Jadi belum paham ya?” (“ So, you hadn’t understood, had you? ”)
S5	: “Iya, Miss.” (“ Yes, I hadn’t, Miss. ”)
(Appendix E/ Interview Transcript with the Students 10, 19 November 2013)	

Additionally, in this cycle, some students also complained about the noise that their other fellow students made. According to them, it made them unable to concentrate and to follow the teaching and learning activity which eventually hindered them to participate in the activity of DR-TA.

- R : “Ngak usah malu, Dek. Kan namanya juga belajar. **Terus pas kegiatan diskusi membuktikan prediksinya tadi kenapa kelompoknya ngak aktif?**”
 (“You don’t need to be ashamed. You are still learning. **Then, during the discussion activity to prove the prediction, why did your group not participate?**”)
- S1 : “**Habis ngak jelas, Mbak.**”
 (“Because it wasn’t clear, Miss.”)
- R : “Ngak jelasnya di mana?”
 (“In which part?”)
- S1 : “Tadi kan di belakang banyak yang rame, Mbak.”
 (“**Many students in the back line made noise, Miss.**”)

(Appendix E/ Interview Transcript with the Students 6, 13 November 2013)

Based on the reflection above, it can be concluded that several problems in each stage of DR-TA remained occurring both in terms of students’ participation and reading comprehension ability. Those problems resulted in the ineffective implementation of DR-TA. Nevertheless, after the implementation of DR-TA, the students could understand the texts better such as finding the general and specific information from the text. This in turn helped them answer comprehension questions that followed each text. It may occur since they had discussed the texts together during the activity of DR-TA resulting in their increased understanding of the texts. This finding is supported by the following transcripts of interviews with some of the students.

- R : “Tapi secara keseluruhan, kegiatan pembelajaran yang mba adain ini membantu kamu memahami teks ngak?”
 (“In general, **do these learning activities that we had help you understand an English text?**”)
- S1 : “**Iya.** Lebih mudah dengan kegiatan yang mba mahasiswa ini kasih.”
 (“**Yes, they do.** It’s easier using the activities that you organized.”)
- R : “Just call me, Miss Ana, Dek. Bisa dijelaskan ngak membantunya dalam hal apa?”
 (“Just call me, Miss Ana. **Can you please explain in which aspects do the activities help you?**”)

[Continued]

[Continued]

S1 : “Iya, Miss Ana. Soalnya kan dibahas bareng-bareng dulu teksnya jadi kalo ada yang salah atau awalnya ngak tahu jadi tahu.”
 (“**OK, Miss Ana. They are helpful since they began by discussing the text together so if I made any mistake or there was any information that I didn’t know at first, I could revise it.**”)

(Appendix E/ Interview Transcript with the Students 6, 13 November 2013)

R : “Menurut Salsa, kegiatan pembelajaran membaca seperti ini membantu kamu memahami teks bahasa Inggris ngak, Dek?”
 (“**So Salsa, in your opinion, do you find these learning activities of reading help you understand an English text?**”)

S29 : “Iya, Miss.”
 (“**Sure, Miss.**”)

R : “Bisa dijelaskan ngak Dek, ngebantunya gimana?”
 (“**Could you please explain how these learning activities of reading helped you?**”)

S29 : “Kan teksnya dibahas bareng. Tadi dibantu sama Miss juga kalo ada yang sulit atau ngak tahu pas diskusi.”
 (“**Since we discussed the text together. Besides, you also helped us if we found problems or there was something we didn’t know.**”)

R : “Berarti jadi lebih paham ya Dek?”
 (“**It means that your understanding gets better, doesn’t it?**”)

S29 : “Iya, Miss.”
 (“**Yes, it is, Miss.**”)

R : “Terus ada kesulitan jawab soal dari bacaannya ngak?”
 (“**Then, did you find problems in answering the questions related to the text?**”)

S29 : “Ngak, kan teksnya uda dibahas bareng-bareng, Miss.”
 (“**No, I didn’t. It’s because the text had been discussed together, Miss.**”)

(Appendix E/ Interview Transcript with the Students 11, 19 November 2013)

R : “Menurut kalian, kegiatan pembelajaran reading seperti ini bisa membantu kalian memahami teks ngak sih?”
 (“**In your opinion, can such a teaching and learning activity of reading help you understand a text?**”)

S28 : “Iya, Miss.”
 (“**Sure, Miss.**”)

R : “Alasannya?”
 (“**Tell me your reason, please.**”)

S28 : “Iya, Miss. Soalnya kan dibahas bareng, Miss. Terus bertahap juga. Prediksi dulu, terus baru baca. Lebih mudah daripada baca sendiri.”

[Continued]

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	<p>(“Of course, Miss. Since we discussed the text together. Then, it was also discussed step by step. Making predictions first and then reading the text. It is easier than reading the text alone.”)</p>
R	<p>: “Kalo menurut Fiera?” (“What do you think, Fiera?”)</p>
S16	<p>: “Sama, Miss.” (“Just like what Arum said, Miss.”)</p>
R	<p>: “Kan dari kemarin kalian disuruh buat prediksi dulu tuh. Menurut kalian, kegiatan membuat prediksinya ada pengaruhnya ngak sama kemampuan membaca kalian?” (“Since the last meeting, you had always been assigned to make predictions. In your opinion, does the activity of making predictions affect your reading skills?”)</p>
S16	<p>: “Hmm...apa ya?” (“Hmm...”)</p>
S28	<p>: “Oh, mungkin membantu memahami teksnya, Miss.” (“Perhaps, it helps understand the text.”)</p>
R	<p>: “Ngebantunya gimana, Dek?” (“How did it help you?”)</p>
S28	<p>: “Kan sebelumnya buat prediksi, Miss. Terus baca dan nentuin prediksi kita benar apa ngak. Nah, kalo prediksinya salah kan berarti kita jadi tau yang benar apa.” (“We had made a prediction previously, Miss. Then, we read and decided whether our prediction was accurate or not. If our prediction was not accurate, it made us know what was the right one.”)</p>
R	<p>: “Kalo menurut Fiera?” (“What do you think, Fiera.”)</p>
S16	<p>: “Ya gitu, Miss. Sama aja.” (“Just like what Arum said, Miss.”)</p>
R	<p>: “OK, coba ya Mbak tanya masih inget ngak. Teks yang tadi, karakternya ada siapa aja?” (“OK, now let me ask you to check if you still remember it. Mention the characters in the text that you had in this meeting.”)</p>
S16	<p>: “Mother, the writer, the thief.” (“Mother, the writer, the thief.”)</p>
S28	<p>: “The police, Miss.” (“The police, Miss.”)</p>
R	<p>: “Terus ceritanya tentang apa sih?” (“Then, what did the text tell you about?”)</p>
S16	<p>: “The thief mau mencuri di rumah ibunya penulis.” (“The thief who intended to steal in the house of the writer’s mother.”)</p>
R	<p>: “What happened next? Did something bad happen to the mother?” (“What happened next? Did something bad happen to the mother?”)</p>

[Continued]

[Continued]

- S16 : “No, Miss. Dikunci di lemari semalaman pas pencurinya lagi sembunyi di dalam lemari.”
 (“No, it didn’t, Miss. **The thief was kept locked in a cupboard for a night when she was trying to hide in a cupboard.**”)
- S28 : “Iya, terus besoknya dilaporin ke polisi.”
 (“**Exactly. Then, the following day, he was reported to the police.**”)
- R : “Who told the police?”
 (“**Who told the police?**”)
- S28 : “Penulis, Miss.”
 (“**The writer, Miss.**”)
- R : “Very good! Makasih ya, Dek. See you next meeting.”
 (“**Very good!** Thank you. See you next meeting”)

(Appendix E/ Interview Transcript with the Students 12, 19 November 2013)

In addition, the first reading comprehension post-test also suggested that the students’ reading comprehension ability improved. The mean score obtained by the students in the first post-test was higher than that of the pre-test. In the pre-test, the mean score of the students was 61.37 and in the first post-test, it increased by 9.83 into 71.20. Also, the number of students meeting the minimum criteria of achievement by 75 increased. In the pre-test, from a number of 35 students taking the test, only 5 of them or 14.29% achieved the minimum criteria of achievement while in the first post-test, from a number of 35 students taking the test, 17 of them or 48.57% passed the minimum criteria of achievement.

Considering the students’ reading comprehension ability and participation, it can be concluded that the implementation of DR-TA in Cycle 1 had not run as planned. More improvements in the students’ participation and reading comprehension ability during English instruction are expected. For that purpose, the researcher and the teacher collaborator finally decided to conduct another

research cycle, i.e. Cycle 2. The report on Cycle 2 of the research is described in the next section.

Those results of reflection in Cycle 1 are said to be valid since they have met the concept of validity for qualitative data proposed by Anderson *et al.* in Burns (1999), namely *democratic validity*, *outcome validity*, *process validity*, *catalytic validity* and *dialogic validity*. The dialogic validity and the democratic validity were met in the reconnaissance. The outcome validity was achieved by formulating problems and finding the appropriate solution to the problems so as to lead to fruitful results. In addition, the process validity and catalytic validity were also met.

Furthermore, these results of reflection in Cycle 1 are also said to be reliable since they have met three types of triangulations suggested by Burns (1999), namely *time triangulation*, *investigator triangulation*, and *theoretical triangulation*. The time triangulation was met by having the data collected over a period of time, that was from 12 – 19 November 2013. Then, the investigator triangulation was met by having more than one observer gathering the data, i.e. the researcher and the observer. Finally, the theoretical triangulation was met since the data were analyzed from more than one perspective.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in three meetings starting from 20 - 27 November 2013.

1) Planning

The reflection of the previous research cycle shows that although there is a slight improvement in students' reading skills, however their participation during the teaching and learning activities remained low, especially during the activity of DR-TA. Therefore, the researcher and the teacher collaborator then developed a lesson plan in order that the teaching and learning process in Cycle 2 run well. Also, the researcher still prepared observation sheets and interview guidelines as well as gave a reading comprehension test as the instruments used to collect data. Detailed plans for each meeting in Cycle 2 are listed as follows.

a) The Fourth Meeting (BKOF and MOT)

- (1) Distributing a lead-in task consisting of five questions to the students and discussing the answer to the questions together,
- (2) Giving the students a list of words related to the next activity and asking them to match the words with the appropriate meaning in pairs,
- (3) Dividing the students into small groups of four or five and conducting the activity of DR-TA with a recount text entitled '*Visiting Grandma*', and
- (4) Guiding the students to identify the social function, the generic structure, and the language features of the text in Activity 4 especially about *connectives* and giving the students homework on *connectives*.

b) The Fifth Meeting (MOT and JCOT)

- (1) Discussing the homework that the teacher had given the previous meeting,

- (2) Dividing the students into small groups of four or five and giving each groups a list of words related to the next activity then asking them to match the words with the appropriate meaning,
- (3) Conducting the activity of DR-TA with a recount text entitled '*It's Only Me*', and
- (4) Giving some students rewards for their active participation in the teaching and learning activities.

c) The Sixth Meeting (JCOT and ICOT)

- (1) Reviewing the text entitled '*It's Only Me*' discussed in the previous meeting and giving the students another task related to the text as a reinforcement activity,
- (2) Guiding the students to identify the language features of the text,
- (3) Giving the students a task related to the language features of the text, especially about *personal pronoun*, and
- (4) Giving some students rewards for their active participation in the teaching and learning activities, and
- (5) Distributing the second post-test consisting of 25 multiple choice questions to the students and asking them to answer the questions in 40 minutes.

2) Action and Observation

The following description provides details related to the implementation of the action plans presented previously.

a) The Fourth Meeting (BKOF and MOT)

The fourth meeting was held on Wednesday, 20 November 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. Then, the researcher announced four students with the highest score in the first post-test and gave them a reward. The students seemed happy receiving the reward. They thanked the researcher for the reward.

After that, as a lead-in task, the researcher asked the students five trivial questions related to the theme of the lesson, that was *Holidays*. Then, the researcher divided the students into small groups of four or five and gave them a list of words related to the next activity and asked them to match the words with the appropriate meaning. Like the previous meetings, the researcher made the definitions provided in this task suited to the content of the text that the students would discuss in the next task. Therefore, it was necessary for the students to master the words given in this task. For that purpose, the researcher explained each word using gestures or pictures to have the groups not easily forget the definition of each word given in this task.

Next, they conducted the activity of DR-TA. However, the activity of DR-TA conducted in this meeting was a bit different than that conducted in the previous meetings. In this meeting, the groups were given a series of pictures and had to make predictions to answer questions that followed based on the situations illustrated in the picture sequence. There were five questions that followed the picture series in this activity and thus the groups should write five predictions. In

this activity, the researcher observed and helped the groups write their prediction in English given the finding from the reflection in Cycle I which suggested that their inability in writing the prediction in English inhibited them from participating actively in the next stage of DR-TA, i.e. the predicting stage. The activity is illustrated in the following field notes.

In the predicting stage, the researcher came to each group to check their work and to ask if they had any difficulties making the prediction. “*Kelompok ini sudah selsai semua prediksinya? Ada yang masih bingung ngak? (Have you finished making all the predictions? Is there any part that you still find confusing?)*”, the researcher asked one of the group. “*Miss, ‘membuat kekacauan’ itu bahasa Inggrisnya apa? (Miss, what is ‘membuat kekacauan’ in English?)*”, one of the group member asked. The researcher did not directly give the answer to the group. She asked them to recall the previous task, “*‘Kekacauan’ itu bahasa Inggrisnya apa? (What is ‘kekacauan’ in English?)*”. The group tried to remember. “*Tadi di task sebelumnya kan ada, Dek. Hayo, mana coba lihat task yang tadi dikerjain sebelumnya (You had the word in the previous task, didn’t you? Let me see the task that you did previously.)*”, the researcher gave them a clue. Then, the group showed their previous task on vocabulary related to the text to the researcher, “*Ini, miss (Here it is, Miss. (while showing the task to the researcher))*”. “*Dari daftar kata-kata dan definisi kata-kata ini, mana yang artinya kekacauan? (Based on this list of words and their definitions, which word means ‘kekacauan’?)*”, the researcher asked the group. The group members looked at the task and after a while one of them said, “*Oh, iya, ‘mess’, Miss (Aha, it’s ‘mess’, Miss)*”. The researcher replied, “*Very good. Nah, kalo ‘membuat kekacauan’ kalian bisa pake make a mess. Jangan lupa ya, past tense (Very good. For ‘membuat kekacauan’, you may use ‘make a mess’. Don’t forget, it’s in past tense)*”. “*Iya, Miss (Alright, Miss)*”, they responded to the researcher explanation. When the groups had finished making predictions to all the questions, the researcher gave the students a recount text related to the previous picture-sequencing activity entitled ‘*Visiting Grandma*’.

[Appendix C/ Field Notes 7, 20 November 2013]



Figure 19: **The researcher checks the groups' work in the prediction stage and helps them express their predictions in English.**

Then, they reviewed the accuracy of the predictions that the students made with the information from the text. Some of the students typed their group's prediction using the laptop so that the other groups could see it appear on the screen and prove/disprove the accuracy of it. In this meeting, the students felt very enthusiastic joining the activity. It is explained by the following field notes.

After that, the researcher asked one of them to show their predictions to the class. **Many groups voluntarily raised their hands asking the researcher to give the turn to their group even some of them got a bit disappointed since the researcher did not choose their group to display their prediction.** Then, some of the students firstly typed their group's prediction using the laptop so that the other groups could see it appear on the screen. As usual, each group which had presented their prediction to the class would receive a reward from the researcher.

Appendix C/ Field Notes 7, 20 November 2013



Figure 20: A group of students is busy typing their prediction using laptop keyboard to make it appear on the LCD so that the whole class can see it.



Figure 21: A student reads a chunk of the text entitled “*Visiting Grandma*” displayed on the slides in the reading stage.

After the predicting stage, one of the students read the text until the first stopping point. Then, based on the text read, the groups either proved or disproved the presented prediction. To do that, the researcher did not forget to ask them how they could come to the conclusion by asking them to show the information on the text that proved or disproved their prediction. This activity continued to the last prediction. At the end, the researcher asked the students to conclude the discussion.

At the end of the meeting, the researcher guided the students to identify the social function, the generic structure, and the language features of the text in the

previous activity especially about *connectives* and gave the students homework on *connectives*. As the bell rang, the researcher closed the lesson.

b) The Fifth Meeting (MOT and JCOT)

The fifth meeting was held on Tuesday, 26 November 2013. As usual, the researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. Then, the researcher and the students discussed the homework on connectives that the researcher had given in the previous meeting.

After that, the researcher divided the students into small groups of four or five and each groups received a list of words related to the next activity then the researcher asked them to match the words with the appropriate meaning. Like the previous meeting, the researcher made the definitions provided in this task suited to the content of the text. Also, the researcher explained each word using gestures or pictures to have the groups not easily forget the definition of each word given in this task since the words were taken from the text that the students would discuss in the next task. Therefore, it was necessary for the students to master the words given in this task.

Next, the researcher showed presentation slides to the groups that contained a recount text entitled '*It's Only Me*' and distributed the Prediction Verification Checklists to each group. The researcher then involved the students in another activity of DR-TA consisting of *predicting*, *reading* and *proving/disproving the prediction*. In the predicting stage, the groups did not hesitate to ask for inputs from the researcher concerning the way they expressed their prediction in English.

Particularly, they asked the researcher whether the grammar had been correct or not. This situation can be illustrated using the following pictures.



Figure 22: Some groups ask the researcher to examine whether their predictions have been legible or not.

In addition, during the DR-TA activity in this meeting, the students participated more actively. They volunteered themselves during the prediction making stage and delivered their opinion during the prediction proving/disproving stage. These findings can be illustrated using the pictures below.



Figure 23: Some students volunteer themselves to write the prediction in the predicting stage of DR-TA.



Figure 24: The students are actively involved in the proving/ disproving stage of DR-TA.

In this meeting, the researcher still gave some students rewards for their active participation in the teaching and learning activities. Conclusions to the discussion were given at the end of the DR-TA activity. Finally, the researcher closed the lesson as the bell rang.

c) The Sixth Meeting (JCOT and ICOT)

The sixth meeting was held on Wednesday, 27 November 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

Then, the researcher and the students reviewed the text entitled '*It's Only Me*' discussed in the previous meeting. The students received another task related to the text as a reinforcement attempt. They were required to answer five comprehension questions based on the text. Then, at the end of the activity, they discussed the answer to each question together.

After that, the researcher guided the students to identify the language features of the text, especially about *personal pronoun*. Then, the students completed a task related to *personal pronoun*. During these activities, rewards were still used by the researcher to encourage the students' participation in the teaching and learning activities of this meeting.

Finally, at the second half of the meeting, the researcher distributed the second post-test consisting of 25 multiple choice questions to the students and asked them to answer the questions in 40 minutes. As the bell rang, the researcher closed the lesson.

3) Reflection

In the same way as the reflection in Cycle 1, reflection in Cycle 2 was also made based on the findings from transcripts of interviews with the English teacher and the students, field notes as well as the comparison between students' mean score in the first post-test and that of the second post-test. Based on those data, it is then concluded that the implementation of DR-TA in this cycle had run more effectively compared to its implementation in Cycle 1. These findings are further described as follows.

a) Predicting

In Cycle 1, it was described that the students still encountered problems in making predictions. The problems were resulted from their lack of vocabulary important to understand the texts and their inability to express their prediction in English. These problems eventually made them reluctant to participate since they were affraid of making mistakes. In this cycle, those conditions got better. This finding can be inferred from the following field notes and the transcript of the interview with the English teacher.

After the groups had finished making predictions to all the questions, the researcher asked one of them to show their predictions to the class. Many groups voluntarily raised their hands asking the researcher to give the turn to their group even some of them got a bit disappointed since the researcher did not choose their group to display their prediction.

Appendix C/ Field Notes 7, 20 November 2013

- R : “Ketika membuat prediksi bagaimana, Pak?”
 (What do you think about the prediction making, Sir?)
- T : “Siswa lebih berani mengemukakan pendapatnya mengenai prediksi yang mereka buat. Tidak disuruhpun tadi mereka sudah tunjuk tangan sendiri.”
 (The students got more confidence to state their opinion related to the prediction that they made. It’s not necessary for the researcher to ask them to do so since they were willing to do it voluntarily.)

(Appendix E/ Interview Transcript with the Teacher 3, 26 November 2013)

In addition, examples of students’ Prediction Verification Checklists below also indicate their improved skills in making predictions related to the texts. In Cycle 1, the students only wrote their prediction using a few words with several grammatical mistakes especially related to the use of the simple past tense. Some of them also indicated their inability to express their prediction in English. Even, some groups still wrote the prediction in Indonesian or simply left the columns of the PVC blank. Some of their predictions were also a bit illegible. Compared to those findings in Cycle 1, we can see below that the students’ prediction gets better in Cycle 2.

PREDICTION VERIFICATION CHECKLISTS

Group Members : 1. Aditra Ananto P.
2. Amalia Nabilah
3. M. Arfigo G.
4. Tasya Nabila N.H.
5. Zilfa Ulinnuha

Text Title : "Visiting Grandma"

No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	<p>1. What do you think Grandma was doing a day before Johny and his family came?</p> <p>Prediction: Grandma knitted a sweater.</p> <p>Correction after Reading:</p>	✓		
2.	<p>1. What did Johny receive from Grandma? And what did the other family members receive from Grandma?</p> <p>Prediction: Johny received money and the other family members received sweater.</p> <p>Correction after Reading:</p>	✓		
3.	<p>1. Why did Grandma give Johny a different present?</p> <p>Prediction: She didnot have time to knit Johny's sweat because of Moby.</p> <p>Correction after Reading: Because Moby played the wool and made a mess.</p>		✓	
4.	<p>1. In the end, how did each family member feel about their present?</p> <p>Prediction: They fee felt happy They felt unhappy except Johny.</p> <p>Correction after Reading:</p>	✓		

Figure 25: Examples of Students' Prediction Verification Checklists from Meeting IV

PREDICTION VERIFICATION CHECKLISTS				
Group Members : 1. Ariva Septriana B. 2. Evy Sholikhah 3. Sausan Arista 4. Shafa Nabilah 5. Fathina A. Text Title : "It's Only Me"				
No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	1. According to the title of the text and the picture above, what do you think the story will be about? 2. Who is the person that make the officer surprised? Is the person a thief, the house owner or a ghost? Prediction: 1. <i>The text will be about misunderstanding.</i> 2. <i>The house owner.</i> Correction after Reading:	✓ ✓		
2.	1. Do you think it would be alright for Mrs. Richards to try her costume in the house in the morning? Prediction: 1. <i>No, she could frightened someone who came to her house.</i> Correction after Reading:	✓		
3.	1. What would Mrs. Richards do to deal with the situation? Would she change her costume and met the man, hid somewhere, or tried to frighten the man using her costume? Prediction: 1. <i>She tried frighten the man.</i> Correction after Reading: 1. <i>She hid in the small store room she did not want to frighten the man.</i>			✓
4.	1. Look at the picture on Slide 1. Looking at the book that the man brought, who was possibly the man entering Mrs. Richards' house? 2. How would the man react if he meet Mrs. Richards in her costume? Prediction: 1. <i>an electricity man</i> 2. <i>he would be surprised</i> Correction after Reading: 2. <i>Not only surprised, the man felt affraid and ran away.</i>	✓	✓	

Figure 26: Examples of Students' Prediction Verification Checklists from Meeting V

Furthermore, the researcher also had interviews with some students asking about their improved ability in making prediction in this cycle. The transcript of the interview is given as follows.

- R : “Tadi pas bikin prediksi kesulitannya di mana, Dek?”
 (“**When you were writing the prediction, what problems did you have?**”)
- S13 : “Ngak ada, Miss. Tadi juga kan penulisan prediksinya diperiksa ke Miss dulu grammarnya.”
 (“**I didn’t have any problems, Miss, since I also had consulted the prediction that I made to you, especially in terms of grammar.**”)
- R : “Good Job! Dari lima prediksi yang dibuat, benar semua ngak, Dek?”
 (“**Good Job! From all the five predictions, did you get all the prediction correct?**”)
- S13 : “Hampir, Miss. Ada yang *less accurate* yang No. 5.”
 (“**Almost, Miss. But there was one prediction which was less accurate, it was No. 5.**”)
- R : “Tapi bisa ngerevisi prediksinya lagi kan?”
 (“**Still, you could revise it, couldn’t you?**”)
- S13 : “Bisa, Miss.”
 (“**Sure, Miss.**”)
- (Appendix E/ Interview Transcript with the Students 13, 20 November 2013)

- R : “Dek, gimana tadi pas bikin prediksinya, masih susah atau udah bisa?”
 (“**How was the prediction making? Did you still encounter problem or not?**”)
- S2 : “Bisa, Miss.”
 (“**No, I didn’t, Miss.**”)
- R : “Ada yang masih sulit ngak tadi? Kata-katanya yang susah, mungkin?”
 (Was there anything still difficult? The unfamiliar words, perhaps?)
- S2 : “Ngak, Miss. Kan uda dibahas sebelumnya, jadi bisa. Terus ada ilustrasi gambarnya.”
 (“**No, Miss. The words had been discussed previously. Also, it came with picture illustrations.**”)

(Appendix E/ Interview Transcript with the Students 14, 20 November 2013)

- R : “Terus pas bikin prediksi, kesulitannya di mana? Masih ada kesulitan kata-kata atau penulisan ngak? Kan pake bahasa Inggris tuh.”
 (“**Then, when you were making the prediction, what problem did you get? Did you still find problems with the vocabulary or with the way you should write the prediction? Since it was written in English.**”)

[Continued]

[Continued]

- S3 : “Ngak juga, Miss. Kata-katanya gak jauh-jauh dari yang tadi yang uda dibahas.”
 (“**Not really, Miss. The words were almost similar to the words which had been discussed previously.**”)
- R : “Kalo masalah grammarnya ada kesulitan gak?”
 (“**How about grammar? Do you still have problems with it?**”)
- S3 : “Ngak, Miss. Dikoreksi sama Miss dulu juga tadi. Dijelasin grammarnya yang bener.”
 (“**No, I don’t, Miss. Yoh had made correction at first and explained the right one.**”)
- R : “Menurut kamu, tadi kan sebelum kalian maju nulis prediksi masing-masing, Mbak bantu cek dulu penulisan prediksinya. Nah, kegiatan seperti itu bikin kalian tambah mau untuk nampilin prediksi kalian di depan kelas gak sih?”
 (“**Before you presented your group’s prediction, I had helped you check the way you wrote the prediction. Do you think such an activity makes you more confident to present your prediction to the class?**”)
- S3 : “Iya, Miss. Jelas.”
 (“**Yes, Miss. Exactly.**”)

(Appendix E/ Interview Transcript with the Students 15, 26 November 2013)

Based on the transcript above, it can be concluded that the students’ participation in this stage in Cycle 2 improves. The students were more confident to participate in this stage by presenting their prediction to the class since they had received feedback from the researcher regarding the grammar and the way they express their prediction. Besides, their ability to predict the content of the text and to express their prediction also gets better.

b) Reading

In Cycle 1, it was described that the students were affraid of making pronunciation mistakes that later made them reluctant to participate in this stage of the DR-TA Activity. Fortunately, the students’ participation in this stage also increased in this cycle, although it was not accompanied by their increased ability

to pronounce the words composing the texts as explained in the following transcript of the interview with the English teacher.

- | | |
|---|--|
| R | : “Kalo untuk di tahap <i>reading</i> nya bagaimana, Pak?”
(How about the reading stage, Sir?) |
| T | : “Partisipasinya sudah lebih baik dari pertemuan-pertemuan sebelumnya. Yah, walaupun mereka masih terbata-bata. Masih banyak salah pengucapan. Tapi kan kita tidak fokus di situ.”
(“Their participation has improved compared to the previous meetings. Although they still couldn’t read the text fluently. There were many pronunciation mistakes made. However, we didn’t focus on that aspect.”) |

(Appendix E/ Interview Transcript with the Teacher 3, 26 November 2013)

c) Proving/ Disproving the Prediction

Finally, there were also more students getting involved in the discussion activity to prove or disprove predictions. This finding can be concluded from the following transcript of the interview with the English teacher.

- | | |
|---|---|
| R | : “Di tahap terakhir, ketika diskusi membahas keakuratan prediksi yang sudah dibuat, peningkatan yang Bapak amati, apa saja ya, Pak?”
(“In the last stage, during the discussion talking about the accuracy of the prediction made, what kinds of improvements did you observe, Sir?”) |
| T | : “Siswa tadi sudah terlibat dalam diskusi. Mereka sudah bisa menyimpulkan sendiri prediksi mana yang benar, mana yang salah, mana yang kurang tepat berdasarkan teks. Ya, sudah bisa menemukan sendiri informasi yang berkaitan dengan prediksi yang mereka buat. Artinya mereka juga sudah bisa memahami teksnya. Bahkan tadi ada beberapa siswa yang biasanya pasif juga sudah mulai ikut berpartisipasi, aktif berbicara.”
(“The students got involved in the discussion. They had been able to conclude which prediction was accurate, less accurate and inaccurate on their own based on the text. We can say that they had been able to find the information related to the prediction they made by themselves. It means that they also had been able to understand the text. Even some students who used to being passive started to join the discussion and actively speak their mind.”) |

(Appendix E/ Interview Transcript with the Teacher 3, 26 November 2013)

Also, the researcher interviewed some students concerning their perceived improvement in this stage. The transcript of the interview with the students is given below.

- R : “Sama tadi pas *prediction proving or disproving*, ada kesulitan menemukan informasi yang berkaitan sama prediksi kamu ngak, Dek?”
 (“**Then, during the *prediction proving or disproving*, did you still find problems obtaining information related to your prediction?**”)
- S3 : “Ngak, teksnya juga tadi pendek terus kata-katanya juga cukup mudah.”
 (“**No, I didn’t since the text was short and the words were quite easy.**”)
- R : “Dari lima prediksi yang dibuat, benar semua ngak, Dek?”
 (“**From all the four predictions, did you get all the prediction correct?**”)
- S3 : “Hampir, Miss. No. 4 less accurate tapi.”
 (“**I almost got all the predictions correct.** But I got prediction No. 4 less accurate.”)
- R : “Ada kesulitan ngebenerin prediksinya ngak, Dek?”
 (“**Did you get problems revising your prediction?**”)
- S3 : “Ngak, Miss. Bisa kok.”
 (“**No, I didn’t. Miss.**”)
- R : “Emang awalnya Aditra bikin prediksi apa?”
 (“**Anyway, what was your prediction?**”)
- S3 : “Hmm....(*he is trying to remember*), tadi kita cuma nulis ‘*the man would get surprised*’, Miss.”
 (“**Hmm....(*he is trying to remember*), we simply wrote that ‘the man would get surprised’, Miss.**”)
- R : “Oh, terus yang benar setelah baca teksnya apa, Dek?”
 (“**Well, then after you read the text, what should it be?**”)
- S3 : “Seharusnya the electricity mannya teriak terus lari pergi dari rumahnya Mrs. Richard, Miss.”
 (“**It should be ‘the electricity man cried and run away from Mrs. Richard’s house’, Miss.**”)

(Appendix E/ Interview Transcript with the Students 15, 26 November 2013)

- R : “Dek, pas tahap membuktikan prediksi selama penelitian ini, menurut Salsa susah ngak?”
 (“**During the *prediction proving and disproving* stage in this research, did you find any difficulties?**”)
- S29 : “Pas awal-awal susah, Miss. Kan kita baru pertama kali belajar bahasa Inggris pake kegiatan ini.”

[Continued]

[Continued]

(“**At first, it was hard, Miss.** Since it was the first time for us to learn English using such an activity.”)
 R : “Terus sekarang gimana? Meningkatkan ngak kemampuan membuktikan prediksinya?”
 (“Then, what do you think know? **Does your ability to prove the prediction improve or not?**”)
 S29 : “Iya, Miss. Lebih fokus ke informasi apa yang mau dicari.”
 (“**Sure, Miss. I get focus more on the information that I look for.**”)

(Appendix E/ Interview Transcript with the Students 17, 27 November 2013)

Furthermore, the second reading comprehension post-test also continued to suggest that the students’ reading skills improved. The mean score obtained by the students in the first post-test is higher than that of the pre-test and so is the mean score of the second post-test that is also higher than that of the first post-test. In the pre-test, the mean score of the students was 61.37 and in the first post-test, it increased by 9.83 into 71.20. Meanwhile, in the second post-test, it continued to increase by 8.80 into 80.00.

In addition, the number of students meeting the minimum criteria of achievement by 75 also increased from 5 students (14.29%) in the pre-test and 17 students (48.57%) in the first post-test into 27 students (77.15%) in the second post-test. This finding also implies that the number of students meeting the minimum criteria of achievement kept on increasing from the pre-test, the first post-test and the second post-test.

Based on the explanation above, it can be concluded that the implementation of DR-TA in this cycle had improved the students’ participation and their reading skill. Although it remains possible to improve the findings of the research, the researcher and the teacher collaborator, however, did not continue to Cycle 3. It

was because of time limitation. In so doing, the research cycles ended in this Cycle 2.

In relation to the validity and reliability of the findings in Cycle 2, similar to the results of Cycle 1, the results of Cycle 2 are also said to be valid since they followed the concept of validity for qualitative data proposed by Anderson *et al.* in Burns (1999). Also, the concept of time triangulation, investigator triangulation, and theoretical triangulation suggested by Burns (1999) were employed.

C. Findings and Discussion

In this part, the researcher provides findings from Cycle 1 and Cycle 2 along with the analysis of the findings. The purpose is to examine whether the use of the Directed Reading-Thinking Activity (DR-TA) and its accompanying actions, namely pre-teaching vocabulary important to understand the text, explaining grammatical features that the text has, and giving rewards to encourage the students' active participation manage to improve the students' reading comprehension ability or not. For that purpose, several steps that consisted of a preliminary classroom observation, interviews with the English teacher and some students and a pre-test on reading comprehension were done before the research began to collect information concerning the problems in reading instruction.

Based on those steps, it was revealed that before this action research was conducted, the Class 8H students of SMPN 1 Yogyakarta remained having difficulties in understanding English texts. They lacked vocabulary and

grammatical knowledge important to comprehend the texts. They also tended to translate every single word instead of using reading strategies such as previewing, guessing meaning from the context, or making predictions to understand such texts. Those problems make reading frustrating for them which in turn may make them discouraged. In addition, the teaching and learning activities had not provided the students with enough opportunities to show and check their comprehension. Also, the use of media remained inadequate.

To solve the problems, DR-TA along with its accompanying actions were then proposed to overcome the problems. Those actions were applied in two research cycles within six meetings starting from 12 – 27 November 2013. After implementing DR-TA along with its accompanying actions, the researcher and the collaborator found changes both in the teaching and learning process of reading and in the students' reading comprehension ability. The findings of this research are discussed below.

The first action, pre-teaching vocabulary, was found to be effective to introduce new vocabulary items important to understand a given text. During the research, the teacher either used pictures or demonstrated to the students the meaning of a word using gestures to help them memorize the meaning of the new vocabulary items. When the students had mastered vocabulary important to understand a given text, their comprehension became better. They could correctly answer questions related to a given text and prove/ disprove predictions made during the DR-TA activity. Also, they began to participate in the discussion related to the content of the text. This finding is consistent with the view of

Alyousef (2006) that expansion of readers' vocabulary is the key aspect to their reading fluency. In addition, Christen & Murphy in Acosta and Ferri (2010) also suggest that teachers should introduce new vocabulary when the students lack background knowledge of the text. In so doing, vocabulary mastery contributed to students' improved reading comprehension ability found in this research.

Likewise, explaining grammatical features of a recount text was also effective. In this research, the students could understand some grammatical features of recount texts such as the simple past tense, references (personal pronouns) and connectives. Understanding grammatical features helped them comprehend a text more easily resulting in their improved comprehension. In line with this finding, Knapp and Watkins (2005) state that readers need to recognize grammar in order that they can effectively handle the information presented in the text. Finally, when they managed to comprehend the text, they became confident participating in the teaching and learning activities.

Then, rewards were also effective to encourage students' participation. Similar to the mastery of vocabulary and grammatical knowledge related to the text, reward giving is also one of the factors triggering the students to actively participate in the teaching and learning activities. The students felt more enthusiastically to participate since besides they could show their understanding, they could also get a reward. During the action and observation stage of the research, several observations were made describing the fact that after the researcher told the students about the rewards for their active participation, they became more enthusiastically participating in the teaching and learning activities.

Last but not least, the implementation of DR-TA with three stages, i.e. predicting, reading, and proving/disproving predictions was also effective to improve the students' reading comprehension ability and engage them in the teaching and learning activities. According to AbiSamara in El-Koumy (2006), DR-TA helps students set reading purposes by making predictions, read more actively and enthusiastically, and remember more information from what they have read. It explains improvements in students' reading comprehension ability that this research found.

In this research, the implementation of DR-TA, especially during the predicting stage, taught the students that to comprehend an English text, translating every single word composing the text is not a sole strategy to achieve comprehension. Instead, they should also use their background knowledge to predict the content of the text (Brown, 2004). Here, predictions served as their reading purposes. Setting reading purposes is believed to be one of the strategies to improve comprehension (Brown, 2001). The next stage of DR-TA after predicting is reading. In this stage, the students used information they found after reading one section of a text to prove/ disprove predictions in the next stage. This sequence repeated until the students finished reading the whole sections of a text. Also, each time this sequence ended, a summary was made so that the students could monitor their comprehension. This sequence eventually resulted in the students' improved comprehension as indicated by their ability to answer correctly questions that followed the text.

In relation to students' improved reading comprehension ability, the improvements were indicated from students' mean scores obtained from Pre-Test, Post-Test I and Post-Test II on reading comprehension. Those mean scores indicate continuous improvements as can be seen in the following chart. Moreover, improvements did not only occur to the students' improved mean score but also to the number of the students passing KKM (the minimum criteria of achievement). These findings are explained in details as follows.

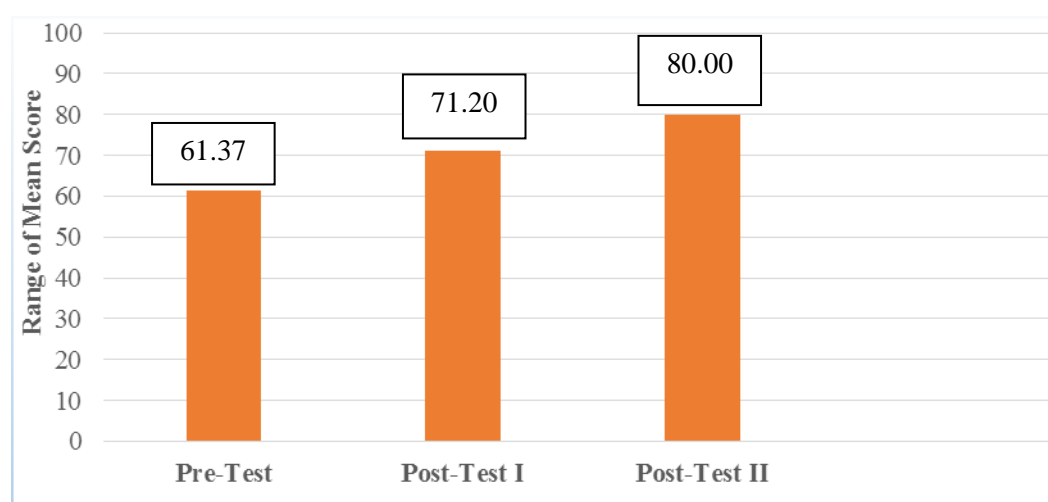


Figure 27: **The Mean Scores of Pre-Test, Post-Test I and Post-Test II**

In Cycle 1, the students took a pre-test at the beginning of the cycle and a post-test at the end of the cycle. From the chart above, it can be seen that the mean score of the students obtained from Post-Test I is higher than that of Pre-Test by 9.83. Later, the improvement in students' reading comprehension scores from Pre-Test and Post-Test I was also analysed through *paired-samples t-test* using SPSS 22.00. The analysis results are given below.

Table 7: **Analysis Results of *Paired-Samples T-Test* Using SPSS 22.00 for Students' Mean Scores in Pre-Test and in Post-Test I**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST I	-11,58057	23,11903	3,90783	-19,52224	-3,63891	-2,963	34	,006

The analysis results using *paired-samples t-test* above show that the two-tailed *p*-value is 0.006, which is less than the 5% level of significance. Therefore, the null hypothesis that there is no improvement in students' reading comprehension ability before and after the implementation of DR-TA is rejected at the 5% significance level. In so doing, it can be concluded that the difference in students' reading comprehension scores obtained from Pre-Test and Post-Test I was significant and that the students' reading comprehension ability has indeed changed after joining the activity.

Then, in Cycle 2, the students also took another post-test (Post-Test II) at the end of the cycle. From the chart above, it can be seen that the mean score of the students obtained from Post-Test II is higher than that of Post-Test I by 8.80. In the same way as the students' reading comprehension scores in Cycle 1, the improvement in students' reading comprehension scores from Post-Test I and Post-Test II was also analysed through *paired-samples t-test* using SPSS 22.00 with the following results.

Table 8: **Analysis Results of *Paired-Samples T-Test* Using SPSS 22.00 for Students' Mean Scores in Post-Test I and in Post-Test II**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POST-TEST I - POST-TEST II	-8,80000	17,59144	2,97350	-14,84287	-2,75713	-2,959	34	,006

The analysis results using *paired-samples t-test* above show that the two-tailed *p*-value is 0.006, which is less than the 5% level of significance. Therefore, the null hypothesis that there is no improvement in students' reading comprehension ability before and after the implementation of DR-TA is rejected at the 5% significance level. In so doing, it can be concluded that the difference in students' reading comprehension scores obtained from Pre-Test and Post-Test I was significant and that the students' reading comprehension ability has indeed changed after joining the activity.

In addition, the number of students achieving KKM by 75 also increased. Initially, when the students were given a post-test, only 14.29 % (5 students) of them could meet the KKM. However, the number increased when they were given Post-Test I and Post-Test II each by 48.57 % (17 students) and 77.15 % (27 students).

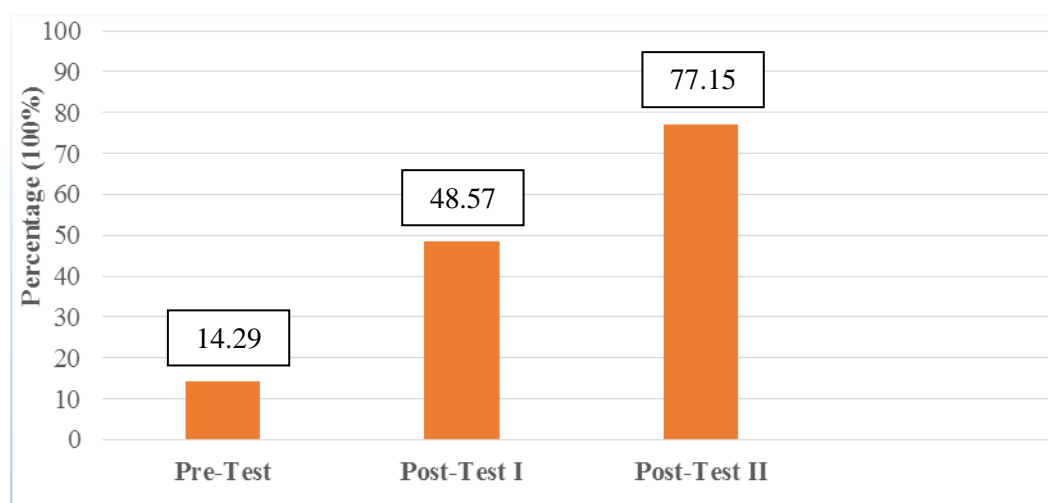


Figure 28: **Improvements in the Percentage of Students Meeting the KKM in Pre-Test, Post-Test I and Post-Test II**

For further details on scores that the students got in the Pre-Test, Post-Test I and Post-Test II, refer to Appendix G on Students' Reading Comprehension Scores on page 274.

In reference to the discussion above, the following table presents the summary of changes related to the implementation of each action.

Table 9: **Research Findings**

No.	Pre-Condition (Selected Problems)	Cycle 1	Cycle 2
1.	Some students had difficulties in comprehending English texts.	The students' reading comprehension ability got better. The students mastered some key vocabulary important to comprehend a text. However, they still had problems in grammatical knowledge especially about simple past tense.	The students' reading comprehension ability continue to improve. They mastered key vocabulary and grammatical knowledge important to comprehend a text.

[Continued]

[Continued]

		In addition, the students' mean score obtained from the first reading comprehension post-test also improved, so did the number of students passing KKM.	Also, their mean score of the second reading comprehension post-test and the number of the students passing KKM continued to increase.
2.	Instead of making use of the context or reading strategies, the students tended to focusing on translating every single words unfamiliar for them.	<p>The students did not focus on translating every single words unfamiliar for them. Instead, they began to use reading strategies through DR-TA such as previewing, knowledge related to the text, setting purposes for reading by making predictions, proving/disproving predictions and summarizing in the attempt to understand a given text.</p> <p>However, some problems with DR-TA implementation still occurred such as the students' inadequate vocabulary and grammatical knowledge which impeded them to make predictions and to prove/ disprove the predictions.</p>	The students kept on using reading strategies through DR-TA to understand a given text. As their vocabulary and grammatical knowledge improved, they became more capable of using these reading strategies.
3.	During the discussion activity, some students remained passive and simply wrote down the answer to each comprehension question.	<p>More students got involved in the discussion activity. They raised predictions about the texts, got involved in the discussion activity to prove and disprove predictions, and answered comprehension questions.</p> <p>However, the researcher remained necessary to call their name or to use rewards to encourage their active participation.</p>	The students began to voluntarily participate in the discussion activity. Although rewards were still given to encourage students' active participation, the researcher did not need to call their name or to remind them about the rewards given in exchange for their active participation.

[Continued]

[Continued]

4.	The teaching and learning activities were less interesting.	The teaching and learning activities were interesting. Media such as pictured-texts and power point slides were used to deliver the materials. Then, the activity of DR-TA that the students assumed interesting was conducted. However they still had problems joining the activity that made the activity less effective.	The teaching and learning activities were interesting. Media and DR-TA used in Cycle 1 remained used in this cycle.
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Based on the above explanation and with regard to the review of previous studies in Chapter II, this research goes along with the research by Riley (2006), Stahl (2008) and Odwan (2012) that the use of DR-TA can improve students' reading comprehension ability. In this research, the reading comprehension ability of Class 8H students of SMPN 1 Yogyakarta improved after the implementation of DR-TA. Likewise, improvements in the teaching and learning activities of reading also could be found.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts, namely conclusions, implications, and suggestions. These parts are presented as follows.

A. Conclusions

This research on improving students' reading comprehension ability using DR-TA generates some essential findings. The findings consist of both qualitative and quantitative data. The qualitative data deal with findings obtained during action implementation while the quantitative data quantify improvements in students' reading comprehension ability in the form of reading comprehension scores obtained from Pre-Test, Post-Test I and Post-Test II.

To begin, below are findings from the qualitative data.

1. Pre-teaching vocabulary was effective to introduce new vocabulary items to the students to understand a given text. During the research, the teacher either used pictures or demonstrated to the students the meaning of a word using gestures to help them memorize the meaning of new vocabulary items. Likewise, explaining grammatical features of a recount text was also effective. The students could understand some grammatical features of recount text. When the students had master vocabulary important to understand a given text or recognized grammatical features of the text, their comprehension became better. Finally, when they managed to comprehend

the text, they became confident participating in the teaching and learning activities.

2. The implementation of DR-TA with three stages, i.e. predicting, reading, and proving/disproving predictions was effective to improve the students' reading comprehension ability and engaged them in the teaching and learning activities. The implementation of DR-TA especially during the predicting stage taught the students that to comprehend an English text, translating every single word composing the text is not a sole strategy to achieve comprehension. Instead, they may also use their background knowledge to predict the content of the text. Predictions served as their reading purposes which are believed to be one of the strategies to improve comprehension. Besides, the implementation of DR-TA also helped the students to monitor their comprehension through the predicting and prediction proving/disproving sequence. Through this sequence, the students hypothesized and proved/ disproved predictions that they made on their own which eventually resulted in their improved comprehension.
3. Rewards were effective to encourage students' participation. One of the factors triggering the students to actively participate in the teaching and learning activities was the rewards that they would receive in exchange of their active participation.

In terms of the quantitative data, the students' reading comprehension ability continued to improve. The mean scores obtained by the students in the pre-test, in the first post-test, and in the second post-test were 61.37, 71.20, and 80.00,

respectively. Later, those improvements were analyzed through paired-samples *t*-test using SPSS 22.00. In Cycle 1, the mean score obtained by the students in the first post-test by 71.20 was higher than that of the pre-test by 61.37. Using paired-samples *t*-test through SPSS 22.00, the analysis results showed the two-tailed *p*-value ($0.006 < 0.05$), which indicates a significant improvement. Likewise, in Cycle 2, the mean score obtained by the students in the second post-test by 80.00 was also higher than that of the first post-test by 71.20. The analysis results also suggested a significant improvement, where the two-tailed *p*-value ($0.006 < 0.05$).

In addition, the number of students meeting the minimum criteria of achievement (KKM) by 75 also kept on increasing. In the pre-test, there were only 5 students (14.29%) achieving the minimum criteria of achievement, in the first post-test, 17 students (48.57%) passed the minimum criteria of achievement, and in the second post-test, 27 students (77.15%) met the minimum criteria of achievement.

B. Implications

With regard to the findings of the research, the implementation of DR-TA supported with its accompanying actions is believed to improve not only the teaching and learning process of reading but also the reading comprehension ability of Class 8H students of SMPN 1 Yogyakarta. DR-TA supported with its accompanying actions could improve the favorable learning conditions that later improved the students' reading comprehension ability. Therefore, it is highly suggested that English teachers should use DR-TA in the teaching and learning

process of reading. Furthermore, for the DR-TA to be effective, the teacher should stimulate students' thinking and engage them in discussing what they predict without dominating the discussion.

C. Suggestions

After conducting this research, the researcher offers several recommendations for English teachers and other researchers. They are presented below.

1. For English teachers

The findings of the research show that DR-TA is believed to be fruitful in improving the students' reading skills. Therefore, it is suggested that English teachers apply and explore more deeply the application of DR-TA in improving the students' reading skills. It is very useful for them to use DR-TA to teach students reading comprehension and to teach them to be critical readers. Also, English teachers may apply DR-TA not only within a group as what this action research did, but also in pairs or individually considering the students' English proficiency.

2. For other researchers

During the research, the researcher found it difficult to provide interesting materials related to themes of recount texts. Therefore, it is suggested that other researchers should provide more interesting and various themes if they wish to implement DR-TA to improve students' skills in reading recount texts. Furthermore, they can also apply DR-TA to improve students' skills in reading

other type of texts listed in the curriculum, such as narratives, spoofs, expository texts, etc. Then, since this study only gives an emphasis on the use of DR-TA to improve the reading skill, it is also suggested that other researchers conduct a study on the use of DR-TA to improve another receptive skill, which is the listening skill.

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APPENDIXES

APPENDIX A

STUDENT

ATTENDANCE LIST

STUDENT ATTENDANCE LIST
CLASS 8 H
SMPN 1 YOGYAKARTA

No.	Name	Meeting					
		I 12	II 13	III 19	IV 20	V 26	VI 27
1.	ADI TAMTOMO	√	√	√	√	√	√
2.	ADIMAS BAIHAQI HANI	S	√	√	√	√	√
3.	ADITRA ANANTO PURNAWAN	√	√	√	√	√	√
4.	AMALIA NABILAH	√	√	√	√	√	√
5.	AMALSYA IKAROHMI	√	√	√	√	√	√
6.	ARDHINY SABIKIARA ATISATYA	√	√	√	S	√	√
7.	ARIVA SEPTRIANA BRILIANTI	√	√	√	√	√	√
8.	DANNY NURAKHMAD	√	√	√	S	√	√
9.	DIMAS ANDRA ADI PRATAMA	√	√	√	√	√	√
10.	DODY DWI SETIAWAN	√	√	√	√	√	√
11.	DYAH AYU NOOR KHARISMA	√	√	√	√	√	√
12.	EVI SHOLIKHAH AFNUR	√	√	√	√	√	√
13.	FATHINA 'AZIZAH	√	√	√	√	√	√
14.	FATIMAH ZAHRO MAULIDDIYAH	√	√	√	√	√	√
15.	FEMY RAHMA FITRIA	√	√	√	√	√	√
16.	FIERA DWI HAPSARI	√	√	√	√	√	√
17.	HANDIKA YOGA WARDHANA	√	√	√	√	√	√
18.	HANIF ASHSHIDDIQ	√	√	√	√	√	√
19.	LARASATI LINTANG SURATNO	√	√	√	√	√	√
20.	MOHAMMAD AKBAR GHIFARI TUASIKAL	√	√	√	√	√	√
21.	MOHAMMAD FIKRI BASKARA	√	√	S	√	√	√
22.	MUHAMAD ARFIGO GHIFARY	√	√	S	√	√	√
23.	MUHAMMAD AKBAR MILIANO HARNANTO	√	√	√	√	√	√
24.	MUHAMMAD AKHSAN PRIDATAMA	√	√	√	√	√	√
25.	MUHAMMAD ARIEF MAULANA AZIZ	√	√	√	√	√	√
26.	MUHAMMAD LUQMAN HAKIM	√	√	√	√	√	√
27.	NADIA NAFISA MAHARANI	√	√	√	√	√	√
28.	NURMALITA SETYANINGRUM	√	√	√	√	√	√
29.	SALSABILA PUTRI INDRASWARI	√	√	√	√	√	√
30.	SAUSAN ARISTA	√	√	√	√	√	√
31.	SHAFI NABILAH HARUN	√	√	√	√	√	√
32.	TASYA NABIELA NOOR HANIN	√	√	√	√	√	√
33.	WIJAKSARA HARYA RUKMANA	√	√	√	√	√	√
34.	ZAHRA CHAIRA HAYU	√	√	√	√	√	√
35.	ZILFA ULINNUHA	√	√	√	√	√	√

APPENDIX B

OBSERVATION SHEETS

OBSERVATION SHEET
FOR THE ACTIVITIES OF THE TEACHER AND THE STUDENTS
OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Cycle : I
Meeting : I
Class : 8H
Time/Date : Tuesday, 12 November 2013/ 08.45 – 10.05 a.m.
Observer : Ponijo, S.Pd.

Based on the observation, please put a tick (√) to either the column “Yes” or “No”. Then, add important description related to the activity observed.

No	Teacher's Activity	Yes	No	Notes
a. Opening Activities				
1.	The researcher greets the students.	√		-
2.	The researcher checks students' attendance list.	√		-
3.	The researcher explains the goals of the lesson.	√		-
b. Main Activities: Teaching Reading Comprehension using DR-TA				
1.	The researcher introduces the topic of the lesson.	√		-
2.	The researcher teaches important vocabulary related to the lesson.	√		-
3.	The researcher gives an example of recount texts.	√		-
4.	The researcher divides the text into sections.		√	-
5.	The researcher divides the students into a group of four or five.	√		-
6.	The researcher asks each group to predict the content of each text section. a) The researcher uses media to facilitate prediction making. b) The researcher activates students' background knowledge of the text. c) The researcher provides the students with clues found in the text. d) The researcher asks each group to write down their prediction on the white board.		√	DR-TA activity had not started in this meeting.
7.	The researcher gives the groups time to read each section of the text.		√	-
8.	The researcher leads a discussion about the accuracy of the groups' predictions. a) The researcher asks each group to discuss whether they find their prediction correct. b) The researcher asks the groups to discuss which prediction(s) of those predictions is/are correct. c) The researcher asks the students to show		√	-

	her information on the text section supporting the prediction. d) The researcher guides the students to conclude the discussion.			
c. Closing Activities				
1.	The researcher checks students' understanding.	√		-
2.	The researcher summarizes the lesson.	√		-
3.	The researcher closes the class.	√		-

No	Students' Activity	Yes	No	Notes
a. Opening Activities				
1.	The students respond to the greeting.	√		-
2.	The students pay attention to the researcher's explanation.	√		The students in the back lines didn't pay attention.
b. Main Activities: Reading Comprehension Activities using DR-TA				
1.	The students sit together with their group members.	√		-
2.	The students predict the content of each text section. a) The students use their background knowledge of the text. b) The students use clues found in the text. c) Each student and his/her group members make a prediction together. d) The groups write down their prediction on the white board.		√	DR-TA activity had not started in this meeting.
3.	Each group member reads the text section silently.		√	-
4.	The groups get involved in a discussion about the accuracy of their predictions. a) Each group confirms their prediction by showing information on the text section supporting their prediction. b) The groups discuss which prediction(s) of those predictions is/are correct. c) The groups conclude the discussion.		√	-
c. Closing Activities				
1.	The students reflect on the teaching and learning activities.	√		-

Yogyakarta, 12 November 2013

Ponijo, S.Pd.
NIP. 19690712 199802 1 004

OBSERVATION SHEET
FOR THE ACTIVITIES OF THE TEACHER AND THE STUDENTS
OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Cycle : I
Meeting : 2
Class : 8H
Time/Date : Wednesday, 13 November 2013/ 10.20 – 11.40 a.m.
Observer : Ponijo, S.Pd.

Based on the observation, please put a tick (√) to either the column “Yes” or “No”. Then, add important description related to the activity observed.

No	Teacher's Activity	Yes	No	Notes
Opening Activities				
1.	The researcher greets the students.	√		-
2.	The researcher checks students' attendance list.	√		-
3.	The researcher explains the goals of the lesson.	√		-
a. Main Activities: Teaching Reading Comprehension using DR-TA				
1.	The researcher introduces the topic of the lesson.	√		-
2.	The researcher teaches important vocabulary related to the lesson.	√		-
3.	The researcher gives an example of recount texts.	√		-
4.	The researcher divides the text into sections.	√		-
5.	The researcher divides the students into a group of four or five.	√		-
6.	The researcher asks each group to predict the content of each text section. a) The researcher uses media to facilitate prediction making. b) The researcher activates students' background knowledge of the text. c) The researcher provides the students with clues found in the text. d) The researcher asks each group to write down their prediction on the white board.	√		Only one prediction for each part of the text.
7.	The researcher gives the groups time to read each section of the text.	√		-
8.	The researcher leads a discussion about the accuracy of the groups' predictions. a) The researcher asks each group to discuss whether they find their prediction correct. b) The researcher asks the groups to discuss which prediction(s) of those predictions is/are correct. c) The researcher asks the students to show	√		The discussion only on the prediction written on the white board. Predictions that the other groups made also needed feedback.

	her information on the text section supporting the prediction. d) The researcher guides the students to conclude the discussion.			
b. Closing Activities				
1.	The researcher checks students' understanding.	√		-
2.	The researcher summarizes the lesson.	√		-
3.	The researcher closes the class.	√		-

No	Students' Activity	Yes	No	Notes
a. Opening Activities				
1.	The students respond to the greeting.	√		-
2.	The students pay attention to the researcher's explanation.	√		-
b. Main Activities: Reading Comprehension Activities using DR-TA				
1.	The students sit together with their group members.	√		-
2.	The students predict the content of each text section. a) The students use their background knowledge of the text. b) The students use clues found in the text. c) Each student and his/her group members make a prediction together. d) The groups write down their prediction on the white board.	√		The students still had problems making predictions.
3.	Each group member reads the text section silently.	√		-
4.	The groups get involved in a discussion about the accuracy of their predictions. a) Each group confirms their prediction by showing information on the text section supporting their prediction. b) The groups discuss which prediction(s) of those predictions is/are correct. c) The groups conclude the discussion.	√		Not all the students actively took part in the discussion.
c. Closing Activities				
1.	The students reflect on the teaching and learning activities.	√		-

Yogyakarta, 13 November 2013

Ponijo, S.Pd.
NIP. 19690712 199802 1 004

OBSERVATION SHEET
FOR THE ACTIVITIES OF THE TEACHER AND THE STUDENTS
OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Cycle : I
Meeting : 3
Class : 8H
Time/Date : Tuesday, 19 November 2013/ 08.45 – 10.05 a.m.
Observer : Ponijo, S.Pd.

Based on the observation, please put a tick (√) to either the column “Yes” or “No”. Then, add important description related to the activity observed.

No	Teacher's Activity	Yes	No	Notes
Opening Activities				
1.	The researcher greets the students.	√		-
2.	The researcher checks students' attendance list.	√		-
3.	The researcher explains the goals of the lesson.	√		-
a. Main Activities: Teaching Reading Comprehension using DR-TA				
1.	The researcher introduces the topic of the lesson.	√		-
2.	The researcher teaches important vocabulary related to the lesson.	√		-
3.	The researcher gives an example of recount texts.	√		-
4.	The researcher divides the text into sections.	√		-
5.	The researcher divides the students into a group of four or five.	√		-
6.	The researcher asks each group to predict the content of each text section. a) The researcher uses media to facilitate prediction making. b) The researcher activates students' background knowledge of the text. c) The researcher provides the students with clues found in the text. d) The researcher asks each group to write down their prediction on the white board.	√		-
7.	The researcher gives the groups time to read each section of the text.	√		-
8.	The researcher leads a discussion about the accuracy of the groups' predictions. a) The researcher asks each group to discuss whether they find their prediction correct. b) The researcher asks the groups to discuss which prediction(s) of those predictions is/are correct. c) The researcher asks the students to show	√		-

	her information on the text section supporting the prediction. d) The researcher guides the students to conclude the discussion.			
b. Closing Activities				
1.	The researcher checks students' understanding.	√		-
2.	The researcher summarizes the lesson.	√		-
3.	The researcher closes the class.	√		-

No	Students' Activity	Yes	No	Notes
a. Opening Activities				
1.	The students respond to the greeting.	√		-
2.	The students pay attention to the researcher's explanation.	√		-
b. Main Activities: Reading Comprehension Activities using DR-TA				
1.	The students sit together with their group members.	√		-
2.	The students predict the content of each text section. a) The students use their background knowledge of the text. b) The students use clues found in the text. c) Each student and his/her group members make a prediction together. d) The groups write down their prediction on the white board.	√		-
3.	Each group member reads the text section silently.	√		-
4.	The groups get involved in a discussion about the accuracy of their predictions. a) Each group confirms their prediction by showing information on the text section supporting their prediction. b) The groups discuss which prediction(s) of those predictions is/are correct. c) The groups conclude the discussion.	√		-
c. Closing Activities				
1.	The students reflect on the teaching and learning activities.	√		-

Yogyakarta, 19 November 2013

Ponijo, S.Pd.
NIP. 19690712 199802 1 004

OBSERVATION SHEET
FOR THE ACTIVITIES OF THE TEACHER AND THE STUDENTS
OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Cycle : II
Meeting : 1
Class : 8H
Time/Date : Wednesday, 20 November 2013/ 08.45 – 10.05 a.m.
Observer : Ponijo, S.Pd.

Based on the observation, please put a tick (√) to either the column “Yes” or “No”. Then, add important description related to the activity observed.

No	Teacher's Activity	Yes	No	Notes
a. Opening Activities				
1.	The researcher greets the students.	√		-
2.	The researcher checks students' attendance list.	√		-
3.	The researcher explains the goals of the lesson.	√		-
b. Main Activities: Teaching Reading Comprehension using DR-TA				
1.	The researcher introduces the topic of the lesson.	√		-
2.	The researcher teaches important vocabulary related to the lesson.	√		-
3.	The researcher gives an example of recount texts.	√		-
4.	The researcher divides the text into sections.	√		-
5.	The researcher divides the students into a group of four or five.	√		-
6.	The researcher asks each group to predict the content of each text section. a) The researcher uses media to facilitate prediction making. b) The researcher activates students' background knowledge of the text. c) The researcher provides the students with clues found in the text. d) The researcher asks each group to write down their prediction on the white board.	√		-
7.	The researcher gives the groups time to read each section of the text.	√		-
8.	The researcher leads a discussion about the accuracy of the groups' predictions. a) The researcher asks each group to discuss whether they find their prediction correct. b) The researcher asks the groups to discuss which prediction(s) of those predictions is/are correct. c) The researcher asks the students to show	√		-

	her information on the text section supporting the prediction. d) The researcher guides the students to conclude the discussion.			
c. Closing Activities				
1.	The researcher checks students' understanding.	√		-
2.	The researcher summarizes the lesson.	√		-
3.	The researcher closes the class.	√		-

No	Students' Activity	Yes	No	Notes
a. Opening Activities				
1.	The students respond to the greeting.	√		-
2.	The students pay attention to the researcher's explanation.	√		-
b. Main Activities: Reading Comprehension Activities using DR-TA				
1.	The students sit together with their group members.	√		-
2.	The students predict the content of each text section. a) The students use their background knowledge of the text. b) The students use clues found in the text. c) Each student and his/her group members make a prediction together. d) The groups write down their prediction on the white board.	√		-
3.	Each group member reads the text section silently.	√		-
4.	The groups get involved in a discussion about the accuracy of their predictions. a) Each group confirms their prediction by showing information on the text section supporting their prediction. b) The groups discuss which prediction(s) of those predictions is/are correct. c) The groups conclude the discussion.	√		-
c. Closing Activities				
1.	The students reflect on the teaching and learning activities.	√		-

Yogyakarta, 20 November 2013

Ponijo, S.Pd.
NIP. 19690712 199802 1 004

OBSERVATION SHEET
FOR THE ACTIVITIES OF THE TEACHER AND THE STUDENTS
OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Cycle : II
Meeting : 2
Class : 8H
Time/Date : Tuesday, 26 November 2013/ 08.45 – 10.05 a.m.
Observer : Ponijo, S.Pd.

Based on the observation, please put a tick (√) to either the column “Yes” or “No”. Then, add important description related to the activity observed.

No	Teacher's Activity	Yes	No	Notes
a. Opening Activities				
1.	The researcher greets the students.	√		-
2.	The researcher checks students' attendance list.	√		-
3.	The researcher explains the goals of the lesson.	√		-
b. Main Activities: Teaching Reading Comprehension using DR-TA				
1.	The researcher introduces the topic of the lesson.	√		-
2.	The researcher teaches important vocabulary related to the lesson.	√		-
3.	The researcher gives an example of recount texts.	√		-
4.	The researcher divides the text into sections.	√		-
5.	The researcher divides the students into a group of four or five.	√		-
6.	The researcher asks each group to predict the content of each text section. a) The researcher uses media to facilitate prediction making. b) The researcher activates students' background knowledge of the text. c) The researcher provides the students with clues found in the text. d) The researcher asks each group to write down their prediction on the white board.	√		-
7.	The researcher gives the groups time to read each section of the text.	√		-
8.	The researcher leads a discussion about the accuracy of the groups' predictions. a) The researcher asks each group to discuss whether they find their prediction correct. b) The researcher asks the groups to discuss which prediction(s) of those predictions is/are correct. c) The researcher asks the students to show	√		-

	her information on the text section supporting the prediction. d) The researcher guides the students to conclude the discussion.			
c. Closing Activities				
1.	The researcher checks students' understanding.	√		-
2.	The researcher summarizes the lesson.	√		-
3.	The researcher closes the class.	√		-

No	Students' Activity	Yes	No	Notes
a. Opening Activities				
1.	The students respond to the greeting.	√		-
2.	The students pay attention to the researcher's explanation.	√		-
b. Main Activities: Reading Comprehension Activities using DR-TA				
1.	The students sit together with their group members.	√		-
2.	The students predict the content of each text section. a) The students use their background knowledge of the text. b) The students use clues found in the text. c) Each student and his/her group members make a prediction together. d) The groups write down their prediction on the white board.	√		-
3.	Each group member reads the text section silently.	√		-
4.	The groups get involved in a discussion about the accuracy of their predictions. a) Each group confirms their prediction by showing information on the text section supporting their prediction. b) The groups discuss which prediction(s) of those predictions is/are correct. c) The groups conclude the discussion.	√		-
c. Closing Activities				
1.	The students reflect on the teaching and learning activities.	√		-

Yogyakarta, 26 November 2013

Ponijo, S.Pd.
NIP. 19690712 199802 1 004

OBSERVATION SHEET
FOR THE ACTIVITIES OF THE TEACHER AND THE STUDENTS
OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Cycle : II
Meeting : 3
Class : 8H
Time/Date : Wednesday, 27 November 2013/ 08.45 – 10.05 a.m.
Observer : Ponijo, S.Pd.

Based on the observation, please put a tick (√) to either the column “Yes” or “No”. Then, add important description related to the activity observed.

No	Teacher's Activity	Yes	No	Notes
a. Opening Activities				
1.	The researcher greets the students.	√		-
2.	The researcher checks students' attendance list.	√		-
3.	The researcher explains the goals of the lesson.	√		-
b. Main Activities: Teaching Reading Comprehension using DR-TA				
1.	The researcher introduces the topic of the lesson.	√		-
2.	The researcher teaches important vocabulary related to the lesson.	√		-
3.	The researcher gives an example of recount texts.	√		-
4.	The researcher divides the text into sections.	√		-
5.	The researcher divides the students into a group of four or five.	√		-
6.	The researcher asks each group to predict the content of each text section. a) The researcher uses media to facilitate prediction making. b) The researcher activates students' background knowledge of the text. c) The researcher provides the students with clues found in the text. d) The researcher asks each group to write down their prediction on the white board.	√		-
7.	The researcher gives the groups time to read each section of the text.	√		-
8.	The researcher leads a discussion about the accuracy of the groups' predictions. e) The researcher asks each group to discuss whether they find their prediction correct. f) The researcher asks the groups to discuss which prediction(s) of those predictions is/are correct. g) The researcher asks the students to show	√		-

	her information on the text section supporting the prediction. h) The researcher guides the students to conclude the discussion.			
c. Closing Activities				
1.	The researcher checks students' understanding.	√		-
2.	The researcher summarizes the lesson.	√		-
3.	The researcher closes the class.	√		-

No	Students' Activity	Yes	No	Notes
a. Opening Activities				
1.	The students respond to the greeting.	√		-
2.	The students pay attention to the researcher's explanation.	√		-
b. Main Activities: Reading Comprehension Activities using DR-TA				
1.	The students sit together with their group members.	√		-
2.	The students predict the content of each text section. a) The students use their background knowledge of the text. b) The students use clues found in the text. c) Each student and his/her group members make a prediction together. d) The groups write down their prediction on the white board.	√		-
3.	Each group member reads the text section silently.	√		-
4.	The groups get involved in a discussion about the accuracy of their predictions. a) Each group confirms their prediction by showing information on the text section supporting their prediction. b) The groups discuss which prediction(s) of those predictions is/are correct. c) The groups conclude the discussion.	√		-
c. Closing Activities				
1.	The students reflect on the teaching and learning activities.	√		-

Yogyakarta, 27 November 2013

Ponijo, S.Pd.
NIP. 19690712 199802 1 004

APPENDIX C

FIELD NOTES

FIELD NOTES

Field Notes 1

Day and Date : Thursday, 18 July 2013

Activity : Asking for Research Permit

On Thursday, 18 July 2013, the researcher came to SMPN 1 Yogyakarta. The researcher had made an appointment with one of the English teacher at that school, namely Bapak Ponijo, S.Pd., to meet him at the school at 10.00 for an interview. The interview concerned about problems that the students had with English instruction and the possibility to conduct collaborative action research at the school. The transcript of this interview is provided in Appendix E on Interview Transcripts.

Field Notes 2

Day and Date : Tuesday, 23 July 2013

Activity : Preliminary Classroom Observation

On Tuesday, 23 July 2013, the researcher conducted a preliminary classroom observation in Class 8H of SMPN 1 Yogyakarta in relation to English instruction, especially on the reading skill. In this activity, the researcher served as the observer who made a note on the teaching and learning activities of reading in that class.

When the English teacher and the researcher entered the class, the students had not been ready for their English class. Some of them remained chatting with their friends or returning back to their seats while the others prepared for their English class. The class leader then led the class to pray. After that, the English teacher checked the attendance and asked the researcher to introduce herself to the students. After the researcher asked for permission to the class to have an observation in the class, the teacher started the English class while the researcher moved to the corner of the class and started the observation.

The teacher began the class by distributing a lead-in task to the students. It was a vocabulary exercise in which the students had to look the meaning of a list of words up in the dictionary. The students had to complete the task in pairs within 15 minutes. Although the teacher allowed the students to open their dictionary, some students did not do that and tried to ask for the answer to the researcher. Some students even did not bring dictionaries while some of them, especially them who sat in the back lines, seemed not to do the task and made noise. When the time given to do the task was up, the students voluntarily wrote down their answer on the white board. The teacher monitored their answer and, if there were any mistakes, the teacher would asked the class to correct the mistakes together. The mistakes that the students made in this task included spelling and multiple meaning of the word, especially for words with more than one part of speech.

After they were done with their vocabulary exercise, the teacher told the students that they were going to learn recount texts. The teacher initiated the lesson by asking the students some trivial questions about what such texts might tell the readers, their characteristics, and the grammatical features that this type of

text might use. Some students, especially the ones sitting in the front lines near where the teacher stood, gave their opinions. But, the students sitting in the back lines did not. Then, the teacher specified the theme of their discussion to hobbies.

Having done with the exploration of the theme, the teacher distributed the next task. The teacher asked the students to answer seven questions based on the given text. They had to complete the task in pairs. The words that the students had in the previous task were taken from the text that they had in this task. The teacher let the students understand the text on their own. The text was three-paragraphs long. Instead of asking about unfamiliar words or confirming their understanding about the text, some students remained trying to ask the researcher to give them the answers to the question. Also, the other students seemed busy translating every single word unfamiliar for them. It was totally time consuming and made them unable to complete the task until the time was up. After they complete the task, the same discussion as the first one repeated. In this task, the students' mistakes covered giving wrong answers or less appropriate answers to the questions about the content of the text and answering the questions in sentences that were grammatically incorrect or had spelling errors. To correct the wrong or less appropriate answers, again, the students and the teacher together did it together. When the bell rang for the second time, indicating that the time had been up, the teacher ended the class by concluding what had been learned that time.

After doing the preliminary classroom observation, the researcher also conducted interviews with some of Grade 8H students. The transcripts of these interviews with the students are provided in Appendix E on Interview Transcripts.

Field Notes 3

Day and Date : Thursday, 7 November 2013

Activity : Submitting the Research Permit and Planning the Research Conduct

On Thursday, 7 November 2013, the researcher came to SMPN 1 Yogyakarta to meet Pak Ponijo, S. Pd., the English teacher with whom the researcher would collaborate during the research conduct. At this moment, the researcher submitted the research permit issued by the City Government of Yogyakarta to conduct research at SMPN 1 Yogyakarta.

In addition, the researcher also handed a set of instruments, the course grid and the lesson plans to be used during the research. The meeting concluded that the action research that the researcher and the teacher collaborator were going to conduct would be held from 12-27 November 2013.

Field Notes 4

Day and Date : Tuesday, 12 November 2013

Activity : Meeting 1 of Cycle 1

On Tuesday, 12 November 2013, the researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. After that she asked for permission to the class to conduct research. The researcher initiated the research by distributing a pre-test to the students and asked them to answer the questions in 40 minutes. After the

students finished completing the pre-test and their answer sheets had been collected, the researcher then started the lesson for the first meeting.

The researcher started the lesson by distributing a lead-in task consisting of five questions about their unforgettable moment and discussing the answers to the questions. To begin, the researcher at first asked about the students' unforgettable moments. The researcher said, "*Do you have any unforgettable momments?*". Since none tried to answer, the researcher then tried encouraging them, "*Come on! Who want to share their experience? Raise your hand (while raising her hand illustrating the instruction)!*". After a while, one student sitting in the front line replied, "*Me, Miss. The first time I visited a foreign country.*", he spoke in English. The researcher continued with several more questions to go into details of the experience. The researcher then tried asking the other students, "*Who else want to share their experiance?*". But, none answered and it was hard to make them participate. So, the researcher continued to the next activity.

In the next activity, the researcher gave the students a list of words related to a text that the students would have in the next activity and asked them to match several English words with the appropriate Indonesian meaning in pairs. When the time to complete the task of matching words with their appropriate meaning ended, the researcher asked the students to voluntarily give their answer saying "*OK, who wants to try? Raise your hand (while raising her hands illustrating the instruction)! Anyone? Come on!*" for several times. Again, no students wanted to be a volunteer. Therefore, using the presence list, the researcher called the name of some students and asked them to do the task.

After that, the students were divided into small groups of four or five and a series of pictures were distributed to each group where the groups should arrange some pictures under a theme of unforgettable experience into a good story and answer some questions based on the sequence arranged. Each picture in this activity came with description. Thus, the groups had two tasks, i.e. to match each picture with the right description and then to arrange the pictures into the right sequence. To arrange the pictures, the groups were given time.

At the end of the activity, the groups matched their picture sequence altogether. They were required to stick the picture sequence on the white board. There were nine pictures needed to be arranged and eight groups to participate. The first picture had been done by the researcher and thus each group was in charge of sequencing one picture. When all the nine pictures had been completely arranged, the researcher then crosschecked to the students whether the order had been correctly-arranged or not. The students did not have difficulties arranging the pictures since they also came with description which may indicate the right sequence of each picture.

After the pictures had been completely arranged in the right sequence, the researcher gave the students some questions related to the picture sequence. Firstly, the researcher asked the students, "*Based on the order, what do you think the story is about?*". However, the students seemed confused. Then, the researcher narrowed the question, "*Well, who is the main character in this picture?*". The students then answered together, "*Raina*". After that the researcher asked them again, "*What happened to her?*" and some students answered in bahasa Indonesia,

"Itu Miss, jatuh terus giginya lepas (She fell and had her tooth detached).". Why?, the researcher continued. "Balapan lari sama temannya (She had a race with their friends).", they answered. "And then?", the researcher said. "Ke rumah sakit dan di suruh pake gigi palsu (She was taken to the hospital and the Doctor asked her to wear dentures).", they answered. "Which part do you think is the most interesting?", the researcher asked one more question. "Pas gigi palsunya lepas di sekolah (When she had her dentures detached while she was at school).", some of the students replied. From these interactions, it can be concluded that many students had understood the text.

At the end of the lesson, the researcher concluded the lesson that the students would have in the next meeting. In this activity, most students managed to guess that they were going to learn recount texts next meeting. The researcher then ended the class as the bell rang.

Field Notes 5

Day and Date : Wednesday, 13 November 2013

Activity : Meeting 2 of Cycle 1

On Wednesday, 13 November 2013, the researcher started the teaching and learning process as usual by greeting the students, asking them to pray and checking the students' attendance list. To begin the class, the researcher announced to the students four students with the highest score in the pre-test and gave them a reward. Then, the researcher reviewed the materials taught in the previous meeting.

Afterwards, the researcher divided the students into small groups of four or five and gave each group the first task consisting of a list of words. These words were taken from a text that they would have in the next activity with the title *"Sixpence Worth of Trouble"*. The students worked in groups matching the words with their appropriate definition and discussed their work with the researcher at the end of the activity. The researcher used a gesture or pictures to explain the meaning of each word to the students to make the new vocabulary retain in their memory. For an example, when she explained the word 'take off', she asked *"Well, what about 'take off'? Which one is the right definition for the word 'take off'? Yang mana (Which one)?"* Then, the students answered while looking at their work *"To remove something". "Very good. So, this is 'take off' (while demonstrating the meaning of the word 'take off' by taking off her shoes.)."*

Then, the researcher explained to the groups the activity of DR-TA. To start, he teacher showed presentation slides to the groups that contained a recount text entitled *'Sixpence Worth of Trouble'*. The text had been divided into 5 parts/ stopping points. This activity of DR-TA consisted of three main stages, namely *writing down predictions* about a section of a text, *reading* that part of the text displayed on the slide, and *proving/disproving* the predictions by stating whether they were *accurate, less accurate* or *inaccurate*.

Then, she distributed the Prediction Verification Checklists (PVC) to each group and explained to the students how to fill the PVC during the activity. After completing her explanation to the students on how to fill the PVC, the researcher asked them. *"So far, do you have any questions?"* Then, a student tried to confirm

her understanding, “*Jadi bikin prediksi dulu sebelum baca, Miss? (So, we need to predict first before reading, don’t we, Miss?)*”. Some students sitting in the front line also asked, “*Miss, bedanya Accurate sama Less Accurate itu apa (Miss, what is the difference between Accurate and Less Accurate?)*”. Then the researcher explained it to them, “*Pertama kan tadi bikin prediksi dulu sebelum baca, lalu baca dan setelah membaca nanti didiskusikan bareng-bareng prediksinya benar, salah, atau benar tapi tidak lengkap atau ada yang salah. Itu bedanya, Dek. Sudah paham? (It has been explained that the first thing you need to do is predicting before reading, then reading and after reading you all discuss together whether the prediction is right, wrong or right but incompletely written or partially right and partially wrong. Do you get the point?)*”

Next, the researcher demonstrated to the students how to make a prediction before reading the text. To demonstrate how to make a prediction, the researcher at first displayed the title of the text and ask the students several questions, “*Sixpence worth of trouble. Ada yang tau teksnya kira-kira tentang apa (Anyone knows what the text will be about?)*”. However, the students seemed having no clue. Then, the researcher gave them another clue, “*Sixpence, ada yang tau sixpence itu apa (is there anyone who know what sixpence refers to?)*”. The students remained silent in confusion. The researcher showed them another clue of a picture of coin and told them that it was a sixpence. “*Jadi sixpence itu apa (So, what does sixpence mean?)*”, the researcher tried to make sure that everyone knew the meaning of the word. The students finally know that the word *sixpence* refers to money. Then the researcher asked the students to find the meaning of the word “worth”. Some students told, “*Harga, Miss (It means value, Miss)*”. The other students said, “*Nilai (value)*”. After the students knew the meaning of all words in the title, the researcher continued asking, “*Based on the title and the picture, what do you think the text will be about?*”. However, the students seemed doubtful. The researcher asked them once more, “*Kira-kita ada apa dengan uangnya (What do you think will happen to the money)? Will it bring happiness or problem?*” Some students replied “*Problem, Miss*”. The researcher asked them again “*Tahunya dari mana (How do you know?)*”. They answered that they found it from the text title, *Sixpence Worth of Trouble*. Then, the researcher and the students agreed to make a prediction saying “*The story will be about a trouble because of money*” and wrote it on the white board.

Next, the researcher displayed the first section of the text and asked one of the students to read it aloud. Based on the information from that first section of the text, it was then decided whether the prediction was accurate or not. To open the discussion, the researcher said “*After reading, What do you think about the prediction now? Is it right or wrong?*”. The students did not say a thing. Therefore, the researcher continued asking information until they could show information in the text to state whether their prediction was accurate, less accurate or inaccurate. “*Well, ada berapa karakter dalam teks tadi (How many characters involved in the story?)*”, the researcher continued. Since no students answered, the researcher finally asked one of the students. “*Aditra, do you know the answer?*”. “*Two, penulis dan George (the writer and George)*”. “*Siapa George (Who is George?)*”, the writer continued. “*The writer’s nephew*”, said one of the students.

“*Iya, sepupunya penulis (That’s right, he is the writer’s nephew). Terus, si penulis ngasih apa samap George (What did the writer gave to George) ?*”, the researcher asked them again. Some students replied *sixpence* or *money*. The researcher asked the students to pay attention to the sentence “*But, he bought himself sixpence worth of trouble*” and asked the word ‘he’ referred to refer to what. Based on the discussion, it was then decided that the prediction was accurate.

Then, it was time for the groups to try making their own predictions to the next parts of the text. To facilitate the prediction making, the researcher also displayed a picture and questions related to the content of those text parts. In so doing, their predictions were actually the answer to the questions themselves. As the previous DR-TA activity demonstrated by the researcher, some of the students volunteered to write down their predictions the on the white board. Then, one of the students read the part of the text being predicted and finally the groups evaluated the accuracy of the prediction. To state whether the predictions were accurate, less accurate, or inaccurate, the researcher encouraged the students to support their conclusion with information in the text as illustrated in the following field notes. This series of DR-TA activities continued until they had read the whole parts of the text.

When the activity of DR-TA had ended, the researcher then gave the groups a task consisting of seven comprehension questions related to the text as reinforcement. Rewards were still used to encourage students’ participation. Then, using the same text, the teacher explained to the students the generic structure and grammatical features of the recount text that the students have had in the previous activities. In this meeting, the grammatical features of recount texts that the researcher explained was *simple past tense*. Then a task related to the use of past tense in sentences followed. In this stage, the students had mastered recount texts however in relation to the past tense, they remained having problems especially with *regular* and *irregular* verbs.

As with the previous meeting, it was also hard to have the students participate in this meeting. When the researcher asked one of the groups to write down their prediction on the white board, none was willing to do that. Reflecting from the previous meeting, the researcher then told them that any group who volunteered themselves would receive a reward while showing a bag of presents to them. Some groups seemed would like to try. Then, the researcher said, “*Kelompoknya Fiera, wanna try?*”, appointing the group. The group finally move to the whiteboard writing their prediction. After that, the researcher gave them a reward. The group members seemed happy receiving the reward from the researcher. The other groups then followed what the earlier group had done until finally the discussion ended.

After the activity of DR-TA completed, the researcher then gave the students seven comprehension questions based on the previous text. The researcher told them that they would also receive a reward if they could answer the questions. It worked. Some students made a queue to get the opportunity to answer each question. Even, some students felt disappointed since they did not get the chance to answer the question and to get the reward. At the end of the meeting, conclusions about the lesson that the students had were drawn. As the bell rang,

the researcher ended the lesson

Field Notes 6

Day and Date : Tuesday, 19 November 2013

Activity : Meeting 3 of Cycle 1

On Tuesday, 19 November 2013, the researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list as usual. In this meeting, the students would also have another activity of DR-TA.

To begin, the researcher divided the students into small groups of four or five and gave the groups a list of words related to the next activity and asked them to match the words with their appropriate definition. After the groups finished completing the task, they checked the answer together with the researcher. The teacher remained supporting the explanation of each word definition using gestures or pictures related to each word definition in order that those new words could retain in the students' memory.

Then, the researcher showed presentation slides that contained a recount text entitled '*My Mother vs A Thief*' and distributed the PVC to each group. Like the text in the previous meeting, this text was also divided into four parts/ stopping points. After that, the researcher involved the groups in the same activity of DR-TA consisting of *predicting, reading and proving/disproving the prediction*. The researcher tried encouraging participation of the students, "*Remember guys, I have rewards for everyone who actively participate in this activity*". Hearing that, the students looked happy. Some of them said "*Asyik!*", "*Yee!*" and "*Hore!*".

During the activity in this meeting, the students seemed more capable of making predictions. As illustrated in the following description, "*Based on the title of the text, what will the text be about?*", the researcher asked the students to make a prediction. "*Pencurian, Miss (robbery, Miss).*", one of the groups gave their prediction. "*Iya, Miss, tentang robbery (Exactly, Miss. It's about robbery).*", another group predicted. "*How do you know?*", the researcher tried asking for their reason to make such a prediction. "*Itu Miss dari kata thief, ibu lawan pencuri (based on the word 'thief', Miss. Mother vs a Thief).*". "*Very good.!*", the researcher gave them a compliment. The researcher asked those groups to write down their predictions on the white board and gave each group a reward. Then, the researcher asked one of the students to read the text and to prove/disprove the prediction on the white board based on the information from the text. Then, the researcher asked the groups to predict the content of the second part of the text. "*Tadikan di bagian teks sebelumnya diceritakan ibunya telp the writer, menurut kalian kenapa ibunya telp? Dikaitkan dengan judulnya juga ya (It's been told in the previous part of the text that the writer's mother phoned him. In your opinion, why did she do that? Don't forget to relate to the title of the story).*", the researcher asked the students. After a while, one of the groups raised hands and the researcher asked the group to write down their prediction on the white board. The group received a reward from the researcher. As in the previous part, one of the students also read the text before proving/disproving the prediction. This sequence of activities continued until the students finished the

whole text. Everytime the discussion to prove or disprove a prediction completed, the researcher did not forget to asked each group whether their respective prediction was accurate, less accurate, or innacurate. At the end of the activity, the teacher together with the students concluded what the text was about.

Then, at the second half of the meeting, the researcher distributed the first post-test consisting of 25 multiple choice questions to the students and asked them to answer the questions in 40 minutes. As the bell rang, the researcher closed the lesson.

Field Notes 7

Day and Date : Wednesday, 20 November 2013

Activity : Meeting 1 of Cycle 2

On Wednesday, 20 November 2013, the researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list as usual. Then, the researcher announced four students with the highest score in the first post-test and gave them a reward. The students seemed happy receiving the reward. They thanked the researcher for the reward.

After that, as a lead-in task, the researcher asked the students five trivial questions related to the theme of the lesson, that was *Holidays*. Then, the researcher divided the students into small groups of four or five and gave them a list of words related to the next activity and asked them to match the words with the appropriate meaning. It was necessary for the students to master the words given in this task. For that purpose, the researcher explained each word using gestures or pictures to have the groups not easily forget the definition of each word given in this task.

Next, they conducted the activity of DR-TA. The groups were given a series of pictures and had to make predictions to answer questions that followed based on the situations illustrated in the picture sequence. There were five questions that followed the picture series in this activity and thus the groups should write five predictions.

In the predicting stage, the researcher came to each group to check their work and to ask if they had any difficulties making the prediction. "*Kelompok ini sudah selsai semua prediksinya? Ada yang masih bingung ngak?* (Have you finished making all the predictions? Is there any part that you still find confusing?)", the researcher asked one of the group. "*Miss, 'membuat kekacauan' itu bahasa Inggrisnya apa?* (Miss, what is '*membuat kekacauan*' in English?)", one of the group member asked. The researcher did not directly give the answer to the group. She asked them to recall the previous task, "*'Kekacauan' itu bahasa Inggrisnya apa?* (What is '*kekacauan*' in English?)". The group tried to remember. "*Tadi di task sebelumnya kan ada, Dek. Hayo, mana coba lihat task yang tadi dikerjain sebelumnya* (You had the word in the previous task, didn't you? Let me see the task that you did previously.).", the researcher gave them a clue. Then, the group showed their previous task on vocabulary related to the text to the researcher, "*Ini, miss* (Here it is, Miss. (while showing the task to the researcher)).". "*Dari daftar kata-kata dan definisi kata-kata ini, mana yang artinya kekacauan?* (Based on this list of words and their definitions, which word

means ‘*kekacauan*’?)”, the researcher asked the group. The group members looked at the task and after a while one of them said, “*Oh, iya, ‘mess’, Miss (Aha, it’s ‘mess’, Miss).*”. The researcher replied, “*Very good. Nah, kalo ‘membuat kekacauan’ kalian bisa pake make a mess. Jangan lupa ya, past tense (Very good. For ‘membuat kekacauan’, you may use ‘make a mess’. Don’t forget, it’s in past tense).*”. “*Iya, Miss (Alright, Miss).*”, they responded to the researcher explanation. When the groups had finished making predictions to all the questions, the researcher gave the students a recount text related to the previous picture-sequencing activity entitled ‘*Visiting Grandma*’.

After that, the researcher asked one of them to show their predictions to the class. Many groups voluntarily raised their hands asking the researcher to give the turn to their group even some of them got a bit disappointed since the researcher did not choose their group to display their prediction. Then, some of the students firstly typed their group’s prediction using the laptop so that the other groups could see it appear on the screen. As usual, each group which had presented their prediction to the class would receive a reward from the researcher.

After the predicting stage, one of the students read the text until the first stopping point. Then, based on the text read, the groups either proved or disproved the presented prediction. To do that, the researcher did not forget to ask them how they could come to the conclusion by asking them to show the information on the text that proved or disproved their prediction. This activity continued until the last prediction. At the end, the researcher asked the students to conclude the discussion. Together with the students, the researcher summarized information on the *who*, *what*, *where*, and *when* of the text.

At the end of the meeting, the researcher guided the students to briefly identify the social function, the generic structure, and the language features of the text. The language feature that the students had in this activity was *connectives*. The students did not had problems recalling their memory about what a recount text and its generic structure are. Also, they did not have meaningful problems understanding connectives. Then, the researcher gave the students homework on *connectives*. As the bell rang, the researcher closed the lesson.

Field Notes 8

Day and Date : Tuesday, 26 November 2013

Activity : Meeting 2 of Cycle 2

On Tuesday, 26 November 2013, the researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students’ attendance list. Then, the researcher and the students discussed the homework on connectives that the researcher had given in the previous meeting.

After that, the researcher divided the students into small groups of four or five and each groups received a list of words related to the next activity. The researcher asked them to match the words with the appropriate meaning. Like the previous meeting, the researcher explained each word using gestures or pictures to have the groups not easily forget the definition of each word given in this task since the words were taken from the text that the students would discuss in the next task. Therefore, it was necessary for the students to master the words given in

this task.

Next, the researcher showed presentation slides to the groups that contained a recount text entitled '*It's Only Me*' and distributed the Prediction Verification Checklists to each group. The researcher then involved the students in another activity of DR-TA consisting of *predicting*, *reading* and *proving/disproving the prediction*. In the predicting stage, the groups did not hesitate to ask for inputs from the researcher concerning the way they expressed their prediction in English. Particularly, they asked the researcher whether the grammar had been correct or not. This situation can be illustrated using the following pictures. In addition, during the DR-TA activity in this meeting, the students participated more actively. They volunteered themselves during the prediction making stage and delivered their opinion during the prediction proving/disproving stage. In this meeting, the researcher still gave some students rewards for their active participation in the teaching and learning activities. Conclusions to the discussion were given at the end of the DR-TA activity. Finally, the researcher closed the lesson as the bell rang.

Field Notes 9

Day and Date : Wednesday, 27 November 2013

Activity : Meeting 3 of Cycle 2

On Wednesday, 27 November 2013, the last day of the research was held. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

Then, the researcher and the students reviewed the text entitled '*It's Only Me*' discussed in the previous meeting. The students received another task related to the text as a reinforcement attempt. They were required to answer five comprehension questions based on the text. Then, at the end of the activity, they discussed the answer to each question together.

After that, the researcher guided the students to identify the language features of the text, especially about *personal pronoun*. Then, the students completed a task related to *personal pronoun*. During these activities, rewards were still used by the researcher to encourage the students' participation in the teaching and learning activities of this meeting.

Finally, at the second half of the meeting, the researcher distributed the second post-test consisting of 25 multiple choice questions to the students and asked them to answer the questions in 40 minutes. As the bell rang, the researcher closed the lesson.

APPENDIX D

INTERVIEW GUIDELINES

INTERVIEW GUIDELINES

Interviews with the English teacher serving as the teacher collaborator and the students were conducted before, while (after each class meeting ended), and after the implementation of the action. The interview guidelines are presented below.

1. Interview Guidelines before the Implementation of the Action

a. Interviews with the English Teacher

No.	Aspect	Question No.	Total Question
1.	Classroom Teaching and Learning Activities	1, 2, 3, 4, 5, 6, 7	7
2.	Students' reading skills	9	1
3.	Students' interest and motivation	8	1
4.	Classroom interaction	10	1
5.	Task	11	1

- 1) Menurut Bapak, bagaimana kegiatan pembelajaran bahasa Inggris di kelas VIII?
- 2) Teknik dan media apa yang Bapak gunakan dalam pembelajaran bahasa Inggris di kelas?
- 3) Kendala apa saja yang dihadapi?
- 4) Teknik dan kegiatan apa yang Bapak gunakan untuk mengajarkan kompetensi membaca (*reading*)?
- 5) Media apa yang Bapak gunakan untuk mengajarkan kompetensi membaca (*reading*)?
- 6) Sumber belajar yang digunakan untuk mengajarkan kompetensi membaca (*reading*) diambil dari mana?
- 7) Kendala apa saja yang dihadapi ketika mengajarkan *reading*?
- 8) Apakah para siswa antusias dalam mengikuti pembelajaran *reading* di kelas?
- 9) Kesulitan-kesulitan apa saja yang dialami siswa ketika membaca teks berbahasa Inggris?
- 10) Bagaimana cara Bapak membantu para siswa mengatasi kesulitan tersebut?
- 11) Latihan *reading* seperti apa yang Bapak berikan kepada siswa?

b. Interviews with the Students

No.	Aspect	Question No.	Total Question
1.	Classroom Teaching and Learning Activities	1, 6, 7, 8, 9	5
2.	Students' reading skills	3, 4,	2
3.	Students' interest and motivation	2	1

4.	Classroom interaction	5	1
5.	Task	10, 11	2

- 1) Bagaimana pembelajaran bahasa Inggris di kelas?
- 2) Apakah Adik menyukai pelajaran *reading*? Mengapa?
- 3) Apakah Adik merasa kemampuan membaca dan memahami teks berbahasa Inggris Adik sudah bagus?
- 4) Apa kesulitan yang sering Adik temui ketika membaca dan memahami teks berbahasa Inggris? (Misalnya tata bahasa, kosakata, cara pengucapan, jenis-jenis teks, dll.)
- 5) Bagaimana Adik mengatasi kesulitan tersebut?
- 6) Bagaimanakah cara guru Adik mengajarkan *reading* di kelas? Kegiatan apa saja yang biasa dilakukan?
- 7) Apakah guru Adik menggunakan media ketika mengajar *reading* di kelas? Jika iya, media apa yang biasa beliau gunakan?
- 8) Untuk materi pembelajaran *reading*, sumber belajar yang digunakan berasal darimana? (Misalnya dari LKS, Internet, dll.)
- 9) Apakah materi tersebut dapat Adik pahami?
- 10) Latihan *reading* apa yang biasa diberikan oleh guru Adik?
- 11) Apakah latihan tersebut membantu Adik meningkatkan kemampuan Adik membaca teks berbahasa Inggris? Jika iya, apa contohnya?

2. Interview Guidelines during the Implementation of the Action

a. Interviews with the English Teacher

No.	Aspect	Question No.	Total Question
1.	The Action Implementation	1, 2, 3, 4, 5	5

- 1) Bagaimana penerapan DR-TA dalam kegiatan pembelajaran *reading* di kelas?
- 2) Apakah terdapat perbedaan antara kegiatan pembelajaran *reading* menggunakan DR-TA dengan kegiatan pembelajaran sebelumnya? Jika iya, apa saja perbedaan yang muncul?
- 3) Apakah para siswa antusias dalam mengikuti pembelajaran *reading* menggunakan DR-TA?
- 4) Berdasarkan pengamatan Bapak, kesulitan apa yang dihadapi siswa ketika mengikuti kegiatan pembelajaran *reading* menggunakan DR-TA?
- 5) Apa saja *action* yang harus diperbaiki untuk pembelajaran selanjutnya?

b. Interviews with the Students

No.	Aspect	Question No.	Total Question
1.	The Action Implementation	1, 2	2

- 1) Menurut Adik, bagaimana penerapan DR-TA dalam pembelajaran *reading* di kelas?
- 2) Kesulitan apa yang Adik hadapi ketika mengikuti pembelajaran *reading* menggunakan DR-TA?

3. Interview Guidelines after the Implementation of the Action

a. Interviews with the English Teacher

No.	Aspect	Question No.	Total Question
1.	Effects of the Action on the Selected Problems	1, 2, 3	3
2.	Comments related to the Action Implementation	4, 5, 6	3

- 1) Menurut Bapak, apakah penerapan *action* menggunakan DR-TA berdampak positif terhadap kegiatan pembelajaran *reading*?
- 2) Apakah kemampuan siswa meningkat setelah penerapan *action* tersebut? Jika iya, peningkatan apa saja yang terjadi?
- 3) Apakah partisipasi siswa dalam kegiatan pembelajaran *reading* meningkat setelah penerapan *action* tersebut? Jika iya, contohnya dalam hal apa?
- 4) Menurut Bapak, apa saja kelebihan yang ditawarkan *action* tersebut untuk kegiatan pembelajaran *reading*?
- 5) Apa saja kekurangan dari *action* tersebut terkait dengan kegiatan pembelajaran *reading*?
- 6) Apa saran yang Bapak berikan terkait perbaikan *action* untuk penelitian selanjutnya?

b. Interviews with the Students

No.	Aspect	Question No.	Total Question
1.	Comments related to the Action Implementation	1, 2, 3, 6	4
2.	Effects of the Action on the Selected Problems	4, 5	2

- 1) Menurut Adik, bagaimana penerapan DR-TA dalam pembelajaran *reading* di kelas?
- 2) Apa Adik menyukai kegiatan pembelajaran *reading* menggunakan DR-TA? Mengapa?
- 3) Kesulitan apa saja yang Adik temui selama pembelajaran *reading* menggunakan DR-TA?
- 4) Apakah Adik merasa terbantu dengan penerapan DR-TA dalam pembelajaran *reading*? Jika iya, dalam hal apa saja?
- 5) Peningkatan apa saja yang Adik dapatkan setelah mengikuti pembelajaran *reading* menggunakan DR-TA?

- 6) Apa saran dari Adik terkait perbaikan dalam penggunaan DR-TA untuk pembelajaran selanjutnya?

APPENDIX E

INTERVIEW TRANSCRIPTS

I. Interviews with the Teacher Collaborator

1. Date : Thursday, 18 July 2013

Time : 10.00 a.m.

Place : Meeting Room of SMPN 1 Yogyakarta

R : Researcher

T : Teacher Collaborator

R : Ketika belajar bahasa Inggris, apakah para siswa mengalami kesulitan? Apakah para siswa juga mengalami kesulitan untuk reading skills, Pak?

T : Iya. Anak-anak masih mengalami kesulitan untuk skill membaca. Misalnya, menentukan kalimat topik suatu teks. Mana yang menjadi kalimat topiknya. Anak-anak masih bingung. Kan biasanya anak itu menentukan hanya dari kalimat awal atau akhir saja. Padahalkan not always in the first sentence. Bisa di awal atau di akhir. Ada juga yang harus disimpulkan. Inilah yang menjadi kesulitan bagi para siswa. Yang kedua, kalau tadi general information, selanjutnya adalah masalah reference. Masih membingungkan. Lalu vocabulary. Kadang vocab yang ditanyakan adalah yang jarang didengar oleh anak. Kadang-kadang klue yang disampaikan pada kalimat-kalimat pada teks tersebut belum cukup untuk bisa mendukung kenapa jawabannya itu. Itulah kesulitan-kesulitan anak dalam membaca.

R : KKM untuk mata pelajaran bahasa Inggris itu sendiri berapa, Pak?

T : Tujuh puluh lima.

R : Itu ditentukan guru mata pelajaran atau sekolah, Pak?

T : Itu sekolah yang menentukan.

R : Untuk mencapai KKM tersebut, siswa mengalami kesulitan tidak, Pak?

T : Saya kira sulit ya. KKM 70 itu juga sebenarnya sudah tinggi untuk mata pelajaran bahasa Inggris.

R : Terkait teknik pembelajaran di kelas, teknik apa yang digunakan untuk mengajarkan reading skills, Pak?

T : Seringnya diskusi karena untuk memberikan kesempatan kepada mereka untuk tidak hanya langsung menerima apa yang dari Guru. Kalau Guru salah, ya silahkan dikoreksi. Dan inilah sebenarnya yang dimaksud dengan CLT. Memang sekarang diprioritaskan untuk diskusi dan untuk menanamkan pendidikan karakter.

R : Untuk pembelajaran bahasa Inggris sendiri, satu minggunya berapa kali, Pak?

T : Empat jam.

- R : Hmm....Berapa menit ya Pak satu jamnya?
 T : Empat puluh menit.
 R : Hmm...sama terkait masalah grammar, apakah para siswa sudah memiliki pengetahuan yang cukup, Pak? Atau masih mengalami kesulitan juga, Pak? Misalnya untuk memahami teks recount, apakah para siswa sudah menguasai past tense?
 T : Mereka juga untuk grammar, masih mendapatkan beberapa permasalahan. Karena vocabnya juga kurang. Di sekolah juga tidak terlalu ditekankan untuk grammar, hanya difokuskan untuk soal-soal yang diujikan dalam UN. Akhirnya mereka mengalami kesulitan. Apalagi bahasa Inggris juga hanya empat kali dalam seminggu. Mereka yang sudah aktif atau ikut les di luar tidak memiliki masalah karena mereka mendapatkannya di tempat yang lain. Tetapi bagi mereka yang hanya belajar di sekolah, mereka masih kurang dalam pengetahuan grammarnya.
 R : Untuk masalah partisipasi siswa di kelas, apakah masih ada yang malas atau kurang semangat belajarnya?
 T : Ketika diskusi, ada beberapa siswa yang keaktifannya masih kurang, kurang serius. Meskipun mereka bagus. Apakah itu karena pembelajarannya yang kurang, designnya yang kurang menarik. Jadi kadang kembali lagi ke teacher-centered juga karena untuk membuat siswa aktif itu bukan hal yang mudah. Dari pada the students get nothing.
 R : Oh iya, Pak, mungkin sekian dulu wawancaranya. Nanti kalo saya ada kesulitan lagi, saya bisa menghubungi Bapak?
 T : Iya.

2. Meeting : III
 Date : 19 November 2013
 Time : 11.50 a.m.
 Place : Meeting Room of SMPN 1 Yogyakarta
 R : Researcher
 T : Teacher Collaborator

- R : Pak, maaf, bisa mengganggu sebentar untuk wawancara?
 T : Oh, iya, silahkan, Mbak.
 R : Saya rekam ya, Pak.
 T : Iya.
 R : Menurut Bapak kegiatan DR-TA di pertemuan ini sama pertemuan sebelumnya sudah efektif belum?

- T : Saya kira belum ya, Mbak. Masih banyak yang bisa diperbaiki.
- R : Misalnya apa saja, Pak?
- T : Di siklus ini prediksi yang ditampilkan siswa hanya satu ya, Mbak?
- R : Iya, Pak.
- T : Alangkah lebih bagus kalo prediksi dari tiap kelompok bisa ditampilkan jadi siswa juga bisa membandingkan prediksi mana yang lebih benar. Sehingga kegiatan diskusinya bisa lebih hidup.
- R : Oh, iya, Pak. Dari kemarin hanya satu karena itu saja sulit, Pak.
- T : Lah, memang membuat siswa aktif itu sulit. Atau mungkin bisa pake kertas yang besar, biar semua prediksinya bisa ditampilkan sehingga kelompok lain juga bisa melihat prediksi yang dibuat kelompok yang lainnya.
- R : Saya coba di pertemuan selanjutnya, Pak. Kalo dari partisipasi siswa menurut Bapak bagaimana?
- T : Masih jarang yang aktif terlibat, ya? Masih sedikit kelompok yang mau tunjuk tangan menampilkan prediksi kelompoknya di depan kelas. Pas kegiatan diskusi untuk membahas prediksinya juga masih gitu, ya, siswa masih pasif. Saya amati juga yang aktif hanya yang itu-itu saja. Sewaktu kegiatan membuktikan prediksi, cuma beberapa siswa yang terlibat. Cuma sedikit yang berani menyampaikan pendapat dari apa yang sudah mereka baca. Diskusinya belum berjalan. Belum banyak siswa yang berani menyatakan pendapatnya.
- R : Iya, Pak. Makanya biar kegiatan tetap berjalan kalo siswa ngak ada yang mau maju, saya panggil pake absen.
- T : Iya, itu ngak apa-apa. Dari pertemuan kemarin juga sudah dikasih reward, ya?
- R : Iya, Pak.
- T : Kalo selama ini saya baru sebatas kasih verbal reward saja. Tapi itu bagus, siswa juga jadi semangat karena diberi hadiah.
- R : Iya, Pak.
- T : Iya, mungkin siswa juga masih kesulitan memahami teksnya makanya mereka jadi pasif.
- R : Berarti untuk pertemuan selanjutnya yang harus saya perbaiki apa saja, Pak?
- T : Ya itu tadi kalo bisa tiap tahap prediksi ada lebih dari satu prediksi yang ditampilkan sehingga siswa bisa membandingkan mana yang lebih mendekati benar. Terus untuk vocabulary tadi pembahasannya Anda juga sudah bagus. Tadi saya amati ketika membahas arti kata-kata yang perlu siswa tahu Anda juga mempraktikan dengan gerak badan jadi diharapkan siswa akan lebih mudah mengingatnya. Tapi

saya kira tidak perlu sampai siswa bisa melafalkan dengan benar kata-kata pada teks itu. Nanti waktunya habis di situ sementara banyak yang harus siswa kuasai. Di tujuan pembelajaran juga tidak dicantumkan kan?

R : Iya, Pak, tidak.

T : Sama sebaiknya tiap butir soal yang ditanyakan setelah kegiatan DR-TA ini mewakili semua pertanyaan akan diujikan nanti di post-test. Di RPP kan Anda sudah menyebutkan objective jadi indikatornya juga harus sesuai. Ada kisi-kisinya juga kan?

R : Iya, pak, nanti saya rubah soal untuk di comprehension questionsnya. Untuk siklus ke-dua nanti, saya bisa pinjam berapa pertemuan lagi, ya Pak? Kan sudah mendekati UAS.

T : Mungkin tiga atau empat pertemuan lagi, Mbak.

R : Kalo begitu mungkin sekian dulu Pak wawancaranya. Terima kasih ya, Pak. Maaf saya merepotkan.

T : Oh, iya, Mba. Sama-sama.

3. Meeting : VI

Date : 26 November 2013

Time : 11.50 a.m.

Place : Meeting Room of SMPN 1 Yogyakarta

R : Researcher

T : Teacher Collaborator

R : Menurut pengamatan Bapak, kegiatan pembelajaran menggunakan DR-TA di siklus ini mengalami peningkatan tidak dibandingkan siklus sebelumnya, Pak?

T : Lebih bagus dibandingkan yang sebelumnya, Mba.

R : Dalam aspek apa saja ya, Pak?

T : Kegiatan diskusinya lebih hidup. Siswa juga lebih aktif.

R : Ketika membuat prediksi bagaimana, Pak?

T : Siswa lebih berani mengemukakan pendapatnya mengenai prediksi yang mereka buat. Tidak disuruhpun mereka tadi sudah tunjuk tangan sendiri.

R : Kalo di tahap reading, Pak?

T : Partisipasinya sudah lebih baik dari pertemuan-pertemuan sebelumnya. Yah, walaupun mereka masih terbata-bata. Masih banyak salah pengucapan. Tapi kan kita tidak fokus di situ.

R : Di tahap terakhir, ketika diskusi membahas keakuratan prediksi yang sudah dibuat, peningkatan yang Bapak amati, apa saja ya, Pak?

- T : Siswa tadi sudah terlibat dalam diskusi. Mereka sudah bisa menyimpulkan sendiri prediksi mana yang benar, mana yang salah, mana yang kurang tepat berdasarkan teks. Ya, sudah bisa menemukan sendiri informasi yang berkaitan dengan prediksi yang mereka buat. Artinya mereka juga sudah bisa memahami teksnya. Bahkan tadi ada beberapa siswa yang biasanya pasif juga sudah mulai ikut berpartisipasi, aktif berbicara.
- R : Oh, iya Pak, sepertinya cukup, Pak, wawancara untuk pertemuan ini. Terima kasih ya, Pak, sebelumnya. Maaf saya merepotkan.
- T : Oh, tidak. Saya malah senang, ya kita sama-sama belajar saja.
- R : Oh, iya, Pak. Kalo nanti pas analisis data, ada data yang masih kurang jelas buat saya, kalo saya menemui Bapak lagi, bisa Pak?
- T : Oh, iya boleh. Silahkan saja nanti menemui saya.

II. Interviews with the Students

1 **Date** : Tuesday, 23 July 2013

Time : 11.30 a.m

Place : Classroom of Class 8H, Classroom of Class 8H

R : Researcher

S1 : Student 1

R : Dek, bisa minta waktunya sebentar untuk wawancara?

S1 : Oh, iya Mbak.

R : Namanya siapa, Dek?

S1 : Fiera

R : Ade suka mata pelajaran bahasa Inggris?

S1 : Biasa aja, Mbak.

R : Ada kesulitan ketika belajar bahasa Inggris di sekolah, Dek?

S1 : Hmmm....Paling kata-katanya susah sama ngak bisa ngucapinnya Mbak.

R : Kalo untuk reading, ada kesulitan ngak Dek ketika memahami teks?

S1 : Iya, itu Mbak. Karena banyak kata-kata yang susah jadi lama. Harus buka-buka kamus terus.

R : Biasanya selain buka kamus, biar bisa memahami teks, Adek ngapain?

S1 : Tanya teman, Mbak. Atau tanya sama guru.

R : Untuk pembelajaran reading, biasanya kegiatannya seperti apa sih, Dek?

S1 : Ya seperti tadi, Mbak. Dikasih daftar kata-kata, nyari di kamus, dikasi teks, terus jawab pertanyaan Mbak.

- R : Kegiatan seperti itu, menurut Adek membantu ngak untuk bisa menguasai bahasa Inggris?
- S1 : Biasa aja sih Mbak. Tapi kadang suka bosan kalo cuma jawab soal gitu. Pengen ada yang beda. Pake permainan gitu.
- R : Terus, media misalnya presentasi pake powerpoint atau gambar, suka dipake ngak Dek pas ngajar reading?
- S1 : Ngak, Mbak.
- R : Oh, ya sudah. Makasih ya, Dek.
- S1 : Iya, Mbak.

2 Date : Tuesday, 23 July 2013

Time : 11.35 a.m

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S2 : Student 2

- R : Dek, Mbak boleh tanya-tanya sebentar?
- S2 : Iya, Mbak, boleh.
- R : Namanya siapa, Dek?
- S2 : Ina
- R : Ade suka ngak dengan mata pelajaran bahasa Inggris?
- S2 : Suka, Mbak.
- R : Ada kesulitan belajar bahasa Inggris di sekolah ngak, Dek?
- S2 : Hmm...Apa ya? Paling kalo nemu kata-kata sulit aja, Mbak. Grammar juga. Terus gak bisa ngomongnya juga.
- R : Kalo untuk reading, ada kesulitan ngak Dek ketika memahami teks?
- S2 : Iya, Mbak. Kadang ada teks yang kata-katanya susah makanya jadi susah juga memahaminya.
- R : Biasanya biar bisa memahami teks, Adek ngapain?
- S2 : Buka kamus, Mbak.
- R : Untuk pembelajaran reading, biasanya kegiatannya seperti apa sih, Dek?
- S2 : Paling Cuma ngerjain soal terus diskusi jawabannya bareng-bareng.
- R : Pake media ngak, Dek pas ngajar reading? Misalnya presentasi pake powerpoint atau gambar.
- S2 : Kadang sih, Mbak. Tapi jarang.
- R : Menurut Adek, kegiatan reading seperti itu menarik, membantu atau bagaimana?
- S2 : Suka bosen mba soalnya cuma diambil dari buku aja. Gak ada gambarnya.

- R : Terus biar menarik, ada saran ngak kegiatan untuk belajar reading harus seperti apa?
 S2 : Pake games gitu atau gambar, Mbak. Kan kalo ada gambar bisa lebih paham.
 R : Makasih ya, Dek.
 S2 : Iya, Mbak.

3 Date : Tuesday, 23 July 2013

Time : 11.45 a.m

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S3 : Student 3

- R : Permisi, Dek. Mbak mau tanya-tanya boleh?
 S3 : Boleh.
 R : Namanya siapa, Dek?
 S3 : Adimas
 R : Ade suka ngak dengan mata pelajaran bahasa Inggris?
 S3 : Suka, Mbak.
 R : Ada kesulitan belajar bahasa Inggris di sekolah ngak, Dek?
 S3 : Hmm...Apa ya?
 R : Vocabulary atau grammar mungkin, Dek. Ada kesulitan ngak untuk hal itu?
 S3 : Iya, Mbak. Sama ucapannya.
 R : Kalo untuk reading, ada kesulitan ngak Dek ketika memahami teks?
 S3 : Kadang suka ngak bisa pas jawab soal aja, Mbak.
 R : Memangnya untuk pembelajaran reading, biasanya kegiatannya seperti apa sih, Dek?
 S3 : Seringnya ngerjain soal, Mbak.
 R : Ngerjain berkelompok atau sendiri, Dek?
 S3 : Sama teman sebangku, Mbak.
 R : Pake media ngak, Dek pas ngajar reading? Misalnya presentasi pake powerpoint atau gambar gitu.
 S3 : Ngak, Mbak. Dari buku biasanya.
 R : Terus pertanyaannya gimana? Nentuin informasi umum, informasi khusus gitu, Dek?
 S3 : Iya, Mbak
 R : Bisa jawab pertanyaannya?
 S3 : Kalo banyak kata-kata yang sulit suka bingung, Mbak.
 R : Adek seneng ngak dengan kegiatan pembelajaran yang seperti itu?

S3 : Pengennya ada kuis-kuis gitu Mbak biar menarik.
 R : Biar tambah semangat juga ya, Dek?
 S3 : Iya, Mbak.
 R : Makasih ya, Dek.
 S3 : Iya, Mbak.

4 Meeting : II
 Date : Wednesday, 13 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Students 7 and 11 (Ariva S. Brilianti and Dyah Ayu N. K.)

R : Permisi, Dek. Mbak tanya-tanya sebentar ya. Namanya siapa, Dek?
 S7 : Iva.
 S11 : Diah.
 R : Nomor absennya berapa?
 S11 : Sebelas.
 S7 : Tujuh.
 R : Menurut kelompok ini, tadi bikin prediksinya sulit ngak?
 S11 : Masih bingung, Miss.
 R : Bingungnya di mana?
 S7 : Bingung mau nulis apa, terus gak tahu gimana nulisnya kan pake bahasa Inggris juga, Miss.
 R : Kan tadi ada gambar dan dikasih pertanyaan juga, Dek, biar membantu.
 S7 : Iya, agak mendingan, Miss. Tapi gambarnya kurang jelas.
 R : Oh, gitu. Nanti lagi kalo bingung nulis isi prediksinya, jawab pertanyaan yang dikasih aja Dek. Kan jawaban pertanyaan itu sebenarnya ya prediksi itu sendiri karena kan kalian jawab pertanyaannya sebelum baca teksnya jadi sama aja kalian sedang membuat prediksi.
 Terus gimana tadi menurut kalian kegiatan DR-Tanya? Seru ngak?
 S7 : Hmm...,seru, Miss. Tapi tadi msh banyak yang bingung langkah-langkah kegiatannya sama isi lembar prediksinya juga.
 S11 : Tadi yang di belakang juga berisik, Miss. Jadi ngak fokus.
 R : Oh, gitu. Coba ya pertemuan besok tetep Miss sediain hadiah kaya tadi buat yang aktif biar tambah semangat ngikutin kegiatannya. Makasih ya, Dek.

5 Meeting : II

Date : Wednesday, 13 November 2013

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S : Student 13 (Fathina 'Azizah)

R : Permisi, Dek. Mbak tanya-tanya sebentar ya. Namanya siapa, Dek?

S : Ina.

R : Nomor absennya berapa?

S : Tiga belas, Miss.

R : Dek Ina, tadi pas bagian bikin prediksinya, ada kesulitan nggak?

S13 : Iya, Miss. Tadi pas bikin prediksi dari judul "Sixpence Worth of Trouble" itu kata-katanya kita nggak ngerti. Cuma tau trouble. Yang lain nggak, jadi nggak tahu mau jawab apa.

R : Kan tadi juga dikasih gambar uang pecahan sixpencenya, Dek. Terus ada satu gambar lainnya juga. Belum cukup ngebantu ya?

S13 : Yang sixpencenya emang ada gambarnya, Miss. Tapi kata worth of nya kita nggak tahu kan gak ada di latihan sebelumnya juga yang masangin kata sama artinya.

R : Oh, jadi gitu. Kalo dari segi penulisan, kan pake bahasa Inggris, Dek, ada kesulitan nggak?

S13 : Biasa aja, Miss. Kadang sulit, kadang enggak.

R : Oh, gitu, makasih ya, Dek.

S13 : Iya, Miss.

6 Meeting : II

Date : Wednesday, 13 November 2013

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S : Student 1 (Adi Tamtomo)

- R : Lagi ngerjain apa, Dek?
- S1 : Tugas pramuka Mba.
- R : Mbak ganggu ngak?
- S1 : Ngak kok, Mbak.
- R : Mbak tanya-tanya sebentar ya.
- S1 : Iya, Mbak.
- R : Namanya siapa, Dek?
- S1 : Adi Tamtomo
- R : Nomor absennya berapa?
- S1 : Satu.
- R : Dek, teksnya tadi sulit ngak?
- S1 : Sulit.
- R : Sulitnya di mana?
- S1 : Kata-katanya.
- R : Tapi secara umum, tadi paham ngak teksnya tentang apa?
- S1 : Ya gitu, Mbak.
- R : Adi, tadi pas bagian reading disuruh baca kok ngak mau? Padahal kan cuma baca aja.
- S1 : Malu, Miss.
- R : Loh, kenapa malu?
- S1 : Malu aja, Miss. Ngak bisa.
- R : Ngak usah malu, Dek. Kan namanya juga belajar. Terus pas kegiatan diskusi membuktikan prediksinya tadi kenapa kelompoknya diem aja?
- S1 : Habis ngak jelas, Mbak.
- R : Ngak jelasnya di mana?
- S1 : Tadi kan di belakang banyak yang rame, Mbak.
- R : Tapi secara keseluruhan, kegiatan pembelajaran yang mba adain ini membantu kamu memahami teks ngak?
- S1 : Iya, lebih mudah dengan kegiatan yang mba mahasiswa ini kasih.
- R : Just call me, Miss Ana, Dek. Bisa dijelaskan ngak membantunya dalam hal apa?
- S1 : Iya, Miss Ana. Soalnya kan dibahas bareng-bareng dulu teksnya jadi kalo ada yang salah atau awalnya ngak tahu jadi tahu.
- R : Makasih ya, Dek.
- S1 : Iya, Miss.

- 7 Meeting : II
- Date : Wednesday, 13 November 2013
- Place : Classroom of Class 8H, SMPN 1 Yogyakarta
- R : Researcher

S : Student 16 (Fiera Dwi Hapsari)

R : Dek, Mbak tanya-tanya sebentar ya. Namanya siapa, Dek?

S16 : Fiera.

R : Nomor absennya?

S16 : Enam belas.

R : Gimana tadi kegiatan DR-TAny, Dek?

S16 : Hehehe...ya gitu, Mbak.

R : Gitunya? Kurang jelas?

S16 : Iya tadi kegiatannya masih kurang jelas terus temen-temen banyak yang rame juga, Mbak.

R : Oh, bagian mananya, Dek?

S16 : Apanya, Mba?

R : Yang tadi katanya kurang jelas.

S16 : Oh, itu Mbak prediksi yang *accurate*, *less accurate* sama *inaccurate* itu bedanya apa?

R : Oh, kalo prediksi yang kamu tulis semuanya ada di teks yang dibaca berarti akurat, Dek. Kalo Cuma sebagian aja yang benar, *less accurate*. Kalo salah, *inaccurate*. Btw, kegiatan DR-TA ini membantu memahami teks ngak menurut Fiera?

S16 : Iya, Mbak. Didiskusiin bareng soalnya teksnya.

R : Oke deh, makasih ya Dek. Besok-besok Mba boleh tanya-tanya lagi ya.

S16 : Boleh, Mbak.

8 Meeting : III

Date : Tuesday, 19 November 2013

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S : Student 22 (Muhamad Arfigo Ghifary)

R : Dek, tadi kelompoknya kok nggak mau disuruh maju nulis prediksi.

S22 : Hehehe. Iya, Miss.

R : Kenapa, Dek? Malu apa karena sulit?

S22 : Sulit, Miss.

R : Kesulitannya di mana?

S22 : Banyak kata-kata yang susah, Miss. Terus juga masih ada kata-kata yang ngak tahu bahasa Inggrisnya waktu mau nulis prediksi. Pokoknya masih bingunglah.

R : Jadi sulit karena kata-katanya sulit dan karena harus nulis prediksi

dalam bahasa Inggris ya Dek?

S22 : Iya, Miss.

R : Kalo gambarnya, membantu ngasih gambaran tentang ceritanya ngak Dek?

S22 : Iya, Miss. Kalo pake bahasa Indonesia bisa. Cuma bingung bahasa Inggrisnya aja kalo mau buat prediksi.

R : Oke, Dek. Kalo gitu pas tahap buat prediksi besok, Mba periksa dulu ya prediksinya dalam bahasa Inggris uda benar belum. Makasih ya, Dek.

S22 : Iya, Miss.

9 Meeting : III

Date : Tuesday, 19 November 2013

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S : Student 2 (Adimas Baihaqi Hani)

R : Permissi, Dek. Mbak tanya-tanya sebentar ya. Namanya siapa, Dek?

S2 : Adimas.

R : Nomor absennya berapa?

S2 : Dua, Miss.

R : Gimana tadi kegiatan pembelajarannya, Dek?

S2 : Hmmm...ya gitu, Miss.

R : Kesulitannya di mana tadi Dek?

S2 : Hmmm...apa ya?

R : Pas nulis prediksi atau memahami bacaannya, ada kesulitan ngak Dek?

S2 : Iya, Miss. Belum bisa.

R : Yang susah apanya, Dek?

S2 : Kata-katanya, Miss.

R : Tapi Adimas semangat ngak dengan kegiatan pembelajaran kaya tadi?

S2 : Seneng mba, Cuma kalo bisa ditambahin *games*nya biar seru.

R : Tadi kenapa pas bagian reading pada ngak mau baca, Dek? Takut salah pronunciationnya?

S2 : Iya, Miss. Malu, ngak bisa bacanya.

R : Lah kenapa malu? Kan namanya juga belajar, Dek.

S2 : Hehehe....

R : Pertemuan besok kalo Mbak suruh baca, mau ya?

S2 : Iya, Miss.

- 10** Meeting : III
 Date : Tuesday, 19 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 5 (Amalsya Ikarohmi)

R : Dek, tadi kenapa diem aja pas kegiatan diskusi?
 S5 : Ragu-ragu, Miss. Teksnya kata-katanya ada yang susah.
 R : Jadi belum paham ya?
 S5 : Iya, Miss.

- 11** Meeting : III
 Date : Tuesday, 19 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 29 (Salsabila Putri Indraswari)

R : Permisi, Dek. Tanya-tanya sebentar ya.
 S : Iya, Miss.
 R : Tadi ada kesulitan ngak?
 S : Enggak sih.
 R : Teksnya masih banyak kata-kata yang sulit ngak, Dek?
 S29 : Lumayan, Miss.
 R : Terus itu ngaruh ngak ke pemahaman kamu sama teksnya?
 S29 : Iya, Miss, kalo lagi ngak bisa nebak.
 R : Menurut Salsa, kegiatan pembelajaran membaca seperti ini membantu kamu memahami teks bahasa Inggris ngak, Dek?
 S29 : Iya, Miss.
 R : Bisa dijelaskan ngak Dek ngebantunya gimana?
 S29 : Kan teksnya dibahas bareng. Tadi dibantu sama Miss juga kalo ada yang sulit atau ngak tahu pas diskusi.
 R : Berarti jadi lebih paham ya Dek?
 S29 : Iya, Miss.
 R : Terus ada kesulitan jawab soal dari bacaannya ngak?
 S29 : Ngak, kan teksnya uda dibahas bareng-bareng, Miss.
 R : Seneng ngak belajar pake metode ini?
 S29 : Seneng, Miss. Biasanya ngak gini, Miss.
 R : Ada saran ngak Dek buat kegiatan pembelajaran berikutnya?
 S29 : Hmmm...apa ya? Ditambahin games mungkin, Miss.
 R : Makasih, ya Dek.

S29 : Sama-sama, Miss.

- 12** Meeting : III
 Date : Tuesday, 19 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Students 16 & 28 (Fiera D. H. and Nurmalita Setyaningrum)

R : Dek, Mbak tanya-tanya sebentar ya. Namanya siapa, Dek?

S16 : Fiera.

S28 : Arum.

R : Ok, Fiera sama Arum ya? Nomor absennya berapa, Dek?

S28 : Dua puluh delapan.

R : Adenya?

S16 : Enam belas, Mbak.

R : Gimana Dek menurut kalian tadi kegiatan pembelajarannya seru ngak?

S16 : Iya, Mbak. Apalagi ada hadiahnya.

R : Tambah semangat dong?

S28 : Iya, Miss.

R : Menurut kalian, kegiatan pembelajaran reading seperti ini bisa membantu kalian memahami teks ngak sih?

S28 : Iya, Miss.

R : Alasannya?

S28 : Iya, Miss. Soalnya kan dibahas bareng, Miss. Terus bertahap juga. Prediksi dulu, terus baru baca. Lebih mudah daripada baca sendiri.

R : Kalo menurut Fiera?

S16 : Sama, Miss.

R : Kan dari kemarin kalian disuruh buat prediksi dulu tuh. Menurut kalian, kegiatan membuat prediksinya ada pengaruhnya ngak sama kemampuan membaca kalian?

S16 : Hmm...apa ya?

S28 : Oh, mungkin membantu memahami teksnya, Miss.

R : Ngebantunya gimana, Dek?

S28 : Kan sebelumnya buat prediksi, Miss. Terus baca dan nentuin prediksi kita benar apa ngak. Nah, kalo prediksinya salah kan berarti kita jadi tau yang benar apa.

R : Kalo menurut Fiera?

S16 : Ya gitu, Miss. Sama aja.

R : Ok, coba ya Mbak tanya masih inget ngak. Teks yang tadi,

karakternya ada siapa aja?

S16 : Mother, the writer, the thief.

S28 : The police, Miss.

R : Terus ceritanya tentang apa sih?

S16 : The thief mau mencuri di rumah ibunya penulis.

R : What happened next? Was something bad happened to the mother?

S16 : No, Miss. Dikunci di lemari semalaman pas pencurinya lagi sembunyi di dalam lemari.

S28 : Iya, terus besoknya dilaporin ke polisi.

R : Who told the police?

S28 : Penulis, Miss.

R : Very good! Makasih ya, Dek. See you next meeting.

S16&28 : See you too, Miss.

13 Meeting : IV

Date : Wednesday, 20 November 2013

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S : Student 13 (Fathina 'Azizah)

R : Tadi pas bikin prediksi kesulitannya di mana, Dek?

S13 : Ngak ada, Miss. Tadi juga kan penulisan prediksinya diperiksa ke Miss dulu grammarnya.

R : *Good Job!* Dari lima prediksi yang dibuat, benar semua ngak, Dek?

S13 : Hampir, Miss. Ada yang *less accurate* yang No. 5.

R : Tapi bisa ngerevisi prediksinya lagi kan?

S13 : Bisa, Miss.

14 Meeting : IV

Date : Wednesday, 20 November 2013

Place : Classroom of Class 8H, SMPN 1 Yogyakarta

R : Researcher

S : Student 2 (Adimas Baihaqi Hani)

R : Dek, gimana tadi pas bikin prediksinya, masih susah atau udah bisa?

S2 : Bisa, Miss.

R : Ada yang masih sulit ngak tadi? Kata-katanya yang susah, mungkin?

S2 : Ngak, Miss. Kan uda dibahas sebelumnya, jadi bisa. Terus ada ilustrasi gambarnya.

R : Good job, Dek!

- 15 Meeting : V
 Date : Tuesday, 26 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 3 (Aditra Ananto Purnawan)
- R : Dek, ngobrol sebentar ya.
 S : Iya, Miss.
 R : Gimana tadi kegiatan pembelajarannya menurut Aditra, membosankan ngak?
 S : Asik kok, Miss.
 R : Terus pas bikin prediksi, kesulitannya di mana? Masih ada kesulitan kata-kata atau penulisan ngak? Kan pake bahasa Inggris tuh.
 S3 : Ngak juga, Miss. Kata-katanya ngak jauh-jauh dari yang tadi yang uda dibahas.
 R : Kalo masalah grammarnya ada kesulitan ngak?
 S3 : Ngak, Miss. Dikoreksi sama Miss dulu juga tadi. Dijelasin grammarnya yang bener.
 R : Menurut kamu, tadi kan sebelum kalian maju nulis prediksi masing-masing, Mbak bantu cek dulu penulisan prediksinya. Nah, kegiatan seperti itu bikin kalian tambah mau untuk nampilin prediksi kalian di depan kelas ngak sih?
 S3 : Iya, Miss. Jelas.
 R : Sama tadi pas *prediction proving or disproving*, ada kesulitan menemukan informasi yang berkaitan sama prediksi kamu ngak, Dek?
 S3 : Ngak, teksnya juga tadi pendek terus kata-katanya juga cukup mudah.
 R : Dari lima prediksi yang dibuat, benar semua ngak, Dek?
 S3 : Hampir, Miss. No. 4 less accurate tapi.
 R : Ada kesulitan ngebenerin prediksinya ngak, Dek?
 S3 : Ngak, Miss. Bisa kok.
 R : Emang awalnya Aditra bikin prediksi apa?
 S3 : Hmm....(*he is trying to remember*), tadi kita cuma nulis '*the man would get surpeised*', Miss.
 R : Oh, terus yang benar setelah baca teksnya apa, Dek?
 S3 : "Seharusnya the electricity mannya teriak terus lari pergi dari rumahnya Mrs. Richard, Miss.
 R : Makasih ya, Dek.
 S3 : Sip, Miss.

16 Meeting : V
 Date : Tuesday, 26 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 5 (Amalsya Ikarohmi)

R : Dek, gimana tadi kegiatan pembelajarannya? Masih sulit ngak?
 S5 : Bisa Mbak. Mudah koq, ngak sulit teksnya, Mbak.
 R : Bener semua dong tadi prediksinya?
 S5 : Iya, Mbak. Hehehe...
 R : Wah, hebat. Gimana kesannya selama belajar pake DR-TA bareng Mbak?
 S5 : Seneng, Mbak. Bisa tahu isi teksnya dulu jadi pas jawab pertanyaan juga PD karena uda paham teksnya. Dikasih hadiah juga, Mbak.
 R : OK, deh. Semangat terus kalo gitu, Dek. Makasih, Dek.
 S5 : Iya, Mbak. Sama-sama.

17 Meeting : VI
 Date : Wednesday, 27 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 29 (Salsabila Putri Indraswari)

R : Dek, pas tahap membuktikan prediksi selama penelitian ini, menurut Salsa susah ngak?
 S29 : Pas awal-awal susah, Miss. Kan kita baru pertama kali belajar bahasa Inggris pake kegiatan ini.
 R : Terus sekarang gimana? Meningkatkan ngak kemampuan membuktikan prediksinya?
 S29 : Iya, Miss. Lebih fokus ke informasi apa yang mau dicari.
 R : Seneng ngak, Dek, belajar pake kegiatan seperti ini?
 S29 : Iya, Miss. Ngak monoton.
 R : Menurut kamu, kegiatan seperti ini membantu memahami teks ngak?
 S29 : Iya, Miss.
 R : Di bagian mana membantunya?
 S29 : Pas bikin prediksi dan membuktikan prediksi, Miss.
 R : Makasih ya, Dek.
 S29 : Iya.

18 Meeting : VI
 Date : Wednesday, 27 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 2 (Adimas Baihaqi Hani)

R : Menurut Dimas, kegiatan pembelajaran pake DR-TA kaya yang kita lakukan selama penelitian membantu meningkatkan kemampuan membaca teks bahasa Inggris kamu ngak, Dek?

S2 : Iya, Miss.

R : Membantunya dalam hal apa?

S2 : Memahami isi teks, Miss. Terus juga biasanya kalo disuruh baca teks Inggris tu nyari arti kata-katanya satu-satu. Kalo ini kan kita nulis prediksi. Serulah dari yang biasanya, Miss.

R : Vocabnya nambah juga ngak?

S2 : Iya dong. Sama jadi lancar juga nulis pake bahasa Inggrisnya kan prediksinya pake bahasa Inggris juga.

R : Syukur deh kalo gitu, makasih, Dek.

S2 : Iya.

19 Meeting : VI
 Date : Wednesday, 27 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 22 (Muhamad Arfigo Ghifary)

R : Figo, Mba minta pendapatnya ya tentang penelitian ini.

S22 : Iya, Miss.

R : Penelitian yang mba adain ini membantu meningkatkan kemampuan membaca kamu ngak?

S22 : Lumayan, Miss.

R : Peningkatannya apa aja, Dek?

S22 : Vocabnya nambah, Miss.

R : Kalo untuk memahami teks selama penelitian ini sulit ngak, Dek?

S22 : Udah ngak terlalu. Tapi tergantung teksnya juga sih Miss.

R : Berarti penelitian ini membantu ya Dek buat kamu?

S22 : Iya, Miss.

20. Meeting : VI
 Date : Wednesday, 27 November 2013
 Place : Classroom of Class 8H, SMPN 1 Yogyakarta
 R : Researcher
 S : Student 34 (Zahra Chaira Hayu)

R : Dek, tanya-tanya sebentar ya.

S34 : Boleh, Mbak.

R : Gimana kesannya, Dek selama penelitian ini?

S34 : Seru, Miss.

R : Jelas ngak ngikutin kegiatan pembelajarannya?

S34 : Iya, Miss.

R : Peningkatan yang dirasain apa, Dek setelah ikut penelitian ini?

S34 : Nambah kata-kata baru, Mbak. Sama nulisnya jadi tambah lancar.

R : Untuk memahami teks bahasa Inggris gimana, Dek?

S34 : Bisa, Miss. Apalagi kalo ada gambarnya jadi bisa nebak dulu teksnya tentang apa. Tapi tergantung kata-kata teksnya juga sih kalo uda banyak yang tau, bisa, Miss.

R : Jadi sebaiknya biar siswanya ngak kesulitan memahami teks, tetep harus diperkenalkan dulu kata-kata sulitnya ya, Dek, kaya yang mba selalu kasih?

S34 : Iya, Mbak.

R : Oke, makasih, Dek. Good Luck ya UASnya.

S34 : Makasih, Mbak.

APPENDIX F
READING COMPREHENSION
TESTS
(PRE-TEST, POST-TEST I AND
POST-TEST II)

PRE-TEST

This section presents the following information:

- 1. the blueprint of the reading comprehension pre-test,**
- 2. the ITEMAN analysis for the blueprint of the pre-test, and**
- 3. the reading comprehension pre-test.**

THE BLUEPRINT OF THE READING COMPREHENSION PRE-TEST

No.	Aspect	Question No.	Total Question
1.	Finding out the main idea of a text	1, 2, 6, 11, 17, 24	6
2.	Identifying important information in the text	9, 10, 12, 16, 21, 22, 25, 27, 28	9
3.	Deducing the meaning of unfamiliar lexical items	3, 5, 7, 15, 20	5
4.	Understanding references	4, 8, 14, 19, 26	5
5.	Making inferences	13, 21, 23, 29, 30	5
Total Question			30

READING COMPREHENSION PRE-TEST

Name : _____
Class : _____
Date : _____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 6 are based on Text 1.

Text 1

The Latest Fashion

One day, I had to teach a new English class. I read the list of new students' name. It was Kiddies' group since they were about 9 and 10 years old.

That was the first day of the Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival, I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box.

And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, he said "Good Afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta Company. He is one of the participants of the English course that you will teach today."

Oh my god! I nearly died! The secretary apologized to me for the wrong details of my new class.

The text was taken from: <https://www.sumberbelajar.belajar.kemdikbud.go.id>

1. What is the text about?
 - A. The writer's embarrassing experience of her first teaching day
 - B. Wrong schedule of a new English class
 - C. The fashion style of an English teacher
 - D. The celebration of Spanish carnival

2. The secretary apologized to the writer because....
 - A. the writer wore his teddy bear suit
 - B. she did not remember the carnival day

- C. she did not know Mr. Mendez was in the class
D. she had given the writer the wrong details of the new class
3. *The director watched me completely astonished* (Paragraph 3).
The underlined word has the closest meaning to....
A. confused
B. got shocked
C. complicated
D. very surprised
4. *I smiled and looked straight at her* (Paragraph 3).
The underlined word refers to....
A. Mr. Mendez
B. the secretary
C. the director of Delta Company
D. the director of the school where the author would teach
5. How did the writer feel about this experience?
She felt....
A. sorry
B. happy
C. embarrassed
D. disappointed

Questions 6 to 10 are based on Text 2

Text 2

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "why are they looking at me?"



I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

The text was taken from: English in Focus for Grade VIII Juniof High School (SMP/MTs)

The picture was taken from: http://www.123rf.com/clipart-vector/teen_girl_face.html

6. What is the text above about?
A. The writer's birthday party

- B. The writer's first day at school
 C. The writer who looked like an Indian actress
 D. The writer's first experience having a pimple
7. *I got on with my usual morning activities and went to school* (Paragraph 2).
 The underlined words have the closest meaning to....
 A. continue
 B. cancel
 C. start
 D. stop
8. *I didn't think about it much, so I sat in my usual chair* (Paragraph 3).
 The underlined word refers to....
 A. her pimple
 B. her classmates
 C. what made her friends laughed at her
 D. the reason why her friends kept looking at her
9. Why did the writer's friends laugh at her?
 A. Because the writer was funny
 B. Because the writer wore an Indian costume
 C. Because the writer got a pimple on her face
 D. Because the writer looked like an Indian actress
10. Based on the text 2 above, we know that....
 A. the writer celebrated her birthday at school
 B. the writer often had problems with pimples
 C. the writer felt uncomfortable with her pimples
 D. the writer's classmates surprised her after her birthday

Questions 11 to 16 are based on Text 3.

Text 3

Do You Know This Girl?

I was in the park with my older sister, Cathy, on Friday. My sister left her jacket on a bench while we talked to some friends. When we went back to the bench, a girl in a red T-shirt was sitting there. She had some money in her hand. When she saw us, she got up and walked away.

I said to my sister, "Did you have any money in your jacket?" She said, "Yes, Anna, I did." I said, "Look in your jacket quickly." Cathy looked in her jacket, but her money was not there. "That girl stole it!" I said, and we all ran after her. We caught her quickly. My sister was very angry and she said, "Give me the money!" The girl gave the money to Cathy and ran away. We all ran after her, but we lost her.



Then we went home. But before we could tell our parents, my mother said to Cathy, "You left your money at home. It's on the table in the sitting room. You must be more careful

with money.” So the girl in the red T-shirt was not a thief! She probably thought we were thieves! We felt terrible.

Please telephone us if you know this girl. We are very sorry for our mistake. We would like to say sorry to her and give her money back to her. Our number is 512667. My name is Anna.

The text was taken from:: English in Focus for Grade VIII Juniof High School (SMP/MTs)

11. What is the text about?
 - A. A day in the park
 - B. A girl in a red T-shirt
 - C. An experience of running after a thief
 - D. Misunderstanding about who the thief was
12. Who had lost her money?
 - A. Anna
 - B. Cathy
 - C. The girl in a red T-shirt
 - D. The writer and her older sister
13. Why did the girl in a red T-shirt try to escape from Anna and her sister?
 - A. Because she was afraid that Anna and her sister thought she was a thief
 - B. Because she thought Anna and her sister were thieves
 - C. Because she stole Anna and her sister’s money
 - D. Because she had money in her hand
14. You must be more careful with money (Paragraph 3).
The underlined word refers to....
 - A. Anna
 - B. Cathy
 - C. Anna and Cathy
 - D. The girl in a red T-shirt
15. *We felt terrible* (Paragraph 3).
The underlined word has the closest meaning to....
 - A. pleasant
 - B. relieved
 - C. very bad
 - D. disappointed
16. Where did Anna and her sister finally find the money?
 - A. At home
 - B. In the writer’s jacket
 - C. On the bench in the park
 - D. The girl in red T-shirt had the money

Questions 17 to 23 are based on Text 4.

Text 4

The Exploding Tire

Last week, my friend and I came to Semarang by an economical bus. It was a kind of an old machine bus. We left from Pekalongan Bus Station at about 2 pm.

The bus ran slowly which made me so impatient. Suddenly and unexpectedly, after tens of kilometres, it struck out. The tire smashed. Then the driver and the conductor got off the bus to check it. Some men also got off to help them fix the problem while the women and children stayed on the bus. It seemed so long waiting for the problem fixed. Moreover, it was a hot day and the bus even had no AC. After about half an hour, the problem had solved and the bus ran again normally.



Too bad, in another ten minutes, a loud bang heard. Oh my God, that was an exploding tire again. I didn't know and didn't care which tire that had exploded, was it the same tire as before or was it the other ones. All I wanted was to go as fast as I could, it was already 4.30 pm and we were still in Batang. Normally, I should have been in Semarang at that time. It was so irritating.

It seemed that the driver couldn't fix the problem anymore. When another economical bus passed, he stopped it and asked us to get on it. Unfortunately the bus had already been fulfilled with passengers, and so we had to stand on the bus during the rest of the journey. What a shame!

Finally, at about 7 pm I arrived at my boarding house. It was a tiring day and I was so tired too, so I went to bed early.

The text was taken from: <http://daffodilousme.wordpress.com/2012/06/03/recount-tell-your-experience-2/>

The picture was taken from: http://www.msha.gov/accident_prevention/ideas/rimwheel.htm

17. What does the text talk about?
 - A. A tiring journey to Semarang
 - B. Long delays due to exploding tires
 - C. An accident due to exploding bus tires
 - D. The writer's bad experience getting on an economical bus
18. Where would the writer go when he had the accident of an exploding tire?
 - A. To Batang
 - B. To Semarang
 - C. To Pekalongan
 - D. On the way to the writer's home
19. ... *after tens of kilometers, it struck out* (Paragraph 2).
The underlined word refers to....
 - A. the bus
 - B. the bus tire

- C. the bus AC
D. the bus machine
20. *It was so irritating* (Paragraph 3).
The underlined word has the closest meaning to....
A. uneasy
B. regretful
C. annoying
D. exhausting
21. Why did the writer finally have to take another bus?
A. Because the writer did not want to wait for the broken bus any longer
B. Because the bus had already been fulfilled with passengers
C. Because the driver could not repair the bus
D. Because the writer was tired and in a hurry
22. The following made the writer tired that day, except....
A. the bus that the writer used did not have AC
B. the writer spent more time due to exploding tires
C. the writer helped the bus driver fix the problem with the bus
D. the writer had to stand on the bus during the rest of his journey
23. Based on the text 4 above, we can conclude that....
A. it normally would take five hours to go to Pekalongan from Semarang
B. the writer finally could take a rest when he got on the second bus
C. during the writer's journey, the bus had its tire exploded twice
D. the bus had problem because of its old machine

Questions 24 to 30 are based on Text 5.

Text 5

Wow! I have a wonderful weekend! My name is Jamie and I am 12 years old. When I got home from school on Friday my mum was at the door with a backpack in her hand. "These are the clothes you need for your surprise trip!" she said. Well at that moment a taxi arrived and I climbed in.

In the taxi, there was my best friend Clive. He didn't know what the surprise was either. Within forty five minutes we arrived at Portsmouth ferry port. Then we met a man called Mr. Adams. He told us that we had won a competition to sail to France as a VIP guest of the captain!

Next we were shown on board and met the captain who took us up to the bridge. Two hours later we were heading for the middle of the channel. The ship was thrown up and down, side to side. It was like a giant roller-coaster ride. Fortunately, neither of us was sick but lots



of passengers were.

After a while we made our way back to the bridge, where we found the captain, he was looking worried. "We have had an SOS from a yacht and we are the nearest ship. They want us to stand by in case the lifeboat can't reach them." We had never expected to have a real adventure but Clive and I were allowed to stay on the bridge. We were all looking out of the windows trying to spot the yacht.

"There she is!" I screamed and they all rushed to see what I was pointing at. A tiny yacht appeared in the distance. The yacht was thrown around by the wind. Meanwhile, the lifeboat was racing to our position and soon we caught sight of it as it drew alongside the battered boat. We heard the lifeboat say that they had the situation in hand and so our ferry turned towards port and headed for home.

When we got back to Portsmouth our Mums were there too and we raced down the gangway to tell them all about our trip. Finally, we got home and a reporter was there to ask us about our prize trip.

The text was adapted from: <http://www.primaryresources.co.uk/english/englishD6.htm>

The picture was taken from: <http://bestclipartblog.com/25-cruise-clip-art.html/cruise-clip-art-12>

24. What is the story about?
 - A. Travelling with Mr. Adam on a ship
 - B. A competition to sail to French
 - C. Spending time at sea
 - D. Rescuing a yacht
25. Where did the taxi bring Jamie and his Friend?
 - A. To France
 - B. To Portsmouth
 - C. To the Portsmouth ferry port
 - D. To the bridge of the Portsmouth ferry port
26. *There she is!* (Paragraph 5)
The underlined word refers to....
 - A. the ferry
 - B. the yacht
 - C. the lifeboat
 - D. the SOS signal
27. Why did the captain look worried?
 - A. Because the ship was in trouble
 - B. Because Jamie and Clive got sick
 - C. Because he received an SOS from a yacht
 - D. Because a lifeboat asked him to save passengers from a yacht
28. What was Jamie pointing at when he was on the bridge?
 - A. The yacht
 - B. The lifeboat
 - C. The SOS signal
 - D. The window of the board

29. We heard the lifeboat say that they had the situation in hand and so our ferry turned towards port and headed for home.

Based on the sentence above, we can conclude that....

- A. the ferry did not have to save the yacht because it was the lifeboat that would help rescue the yacht
 - B. the lifeboat asked the ferry to find a help to the port to rescue the yacht
 - C. the ferry and the lifeboat would work together to to save the yacht
 - D. the yacht finally could rescue the passangers on its own
30. The following statements are true about the writer and his friend, except....
- A. they both got sick at the first time they was on board
 - B. they helped the Captain find the battered boat
 - C. they got free tickets to sail to French
 - D. they felt excited about their trip



ANSWER KEY THE BLUEPRINT OF THE READING COMPREHENSION PRE-TEST

- | | | |
|-------|-------|-------|
| 1. A | 11. D | 21. C |
| 2. D | 12. B | 22. C |
| 3. D | 13. B | 23. C |
| 4. D | 14. B | 24. C |
| 5. C | 15. C | 25. C |
| 6. D | 16. A | 26. B |
| 7. A | 17. A | 27. C |
| 8. D | 18. B | 28. A |
| 9. D | 19. B | 29. A |
| 10. A | 20. C | 30. A |

Total Answer:

- A: 8
- B: 6
- C: 9
- D: 7

THE ITEMAN ANALYSIS FOR THE BLUEPRINT OF PRE-TEST

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Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.107	0.196	0.117	A	0.107	0.196	0.117	*
					B	0.214	-0.343	-0.244	
					C	0.071	-0.480	-0.254	
					D	0.607	0.336	0.265	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					A was specified, D works better				
2	0-2	0.464	0.690	0.550	A	0.321	-0.370	-0.284	
					B	0.179	-0.561	-0.383	
					C	0.036	0.066	0.028	
					D	0.464	0.690	0.550	*
					Other	0.000	-9.000	-9.000	
3	0-3	0.214	0.130	0.092	A	0.143	0.092	0.059	
					B	0.429	-0.035	-0.028	
					C	0.214	-0.154	-0.109	
					D	0.214	0.130	0.092	*
					Other	0.000	-9.000	-9.000	
4	0-4	0.107	0.196	0.117	A	0.714	0.122	0.092	
					B	0.000	-9.000	-9.000	
					C	0.179	-0.297	-0.203	
					D	0.107	0.196	0.117	*
					Other	0.000	-9.000	-9.000	
5	0-5	0.107	0.009	0.006	A	0.179	-0.191	-0.131	
					B	0.643	0.028	0.022	
					C	0.107	0.009	0.006	*
					D	0.071	0.278	0.147	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					C was specified, D works better				
6	0-6	0.393	0.596	0.469	A	0.286	-0.122	-0.092	
					B	0.250	-0.450	-0.330	
					C	0.071	-0.329	-0.174	
					D	0.393	0.596	0.469	*
					Other	0.000	-9.000	-9.000	
7	0-7	0.250	0.071	0.052	A	0.250	0.071	0.052	*
					B	0.143	-0.214	-0.138	
					C	0.321	-0.043	-0.033	
					D	0.286	0.122	0.092	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					A was specified, D works better				

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Page 2

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.429	0.615	0.488	A	0.071	-0.531	-0.281	
					B	0.429	-0.351	-0.279	
					C	0.071	-0.228	-0.120	
					D	0.429	0.615	0.488	*
					Other	0.000	-9.000	-9.000	
9	0-9	0.179	0.073	0.050	A	0.536	0.282	0.225	?
					B	0.143	-0.458	-0.296	
		CHECK THE KEY			C	0.143	-0.122	-0.079	
		D was specified, A works better			D	0.179	0.073	0.050	*
					Other	0.000	-9.000	-9.000	
10	0-10	0.143	0.214	0.138	A	0.250	-0.103	-0.076	
					B	0.321	0.245	0.188	?
		CHECK THE KEY			C	0.143	0.214	0.138	*
		C was specified, B works better			D	0.286	-0.304	-0.229	
					Other	0.000	-9.000	-9.000	
11	0-11	0.214	0.083	0.059	A	0.286	0.081	0.061	
					B	0.357	-0.286	-0.223	
		CHECK THE KEY			C	0.143	0.244	0.158	?
		D was specified, C works better			D	0.214	0.083	0.059	*
					Other	0.000	-9.000	-9.000	
12	0-12	0.393	0.560	0.441	A	0.143	-0.153	-0.099	
					B	0.393	0.560	0.441	*
					C	0.464	-0.456	-0.363	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
13	0-13	0.500	0.614	0.490	A	0.286	-0.243	-0.183	
					B	0.500	0.614	0.490	*
					C	0.107	-0.439	-0.262	
					D	0.107	-0.439	-0.262	
					Other	0.000	-9.000	-9.000	
14	0-14	0.286	0.609	0.458	A	0.321	-0.217	-0.166	
					B	0.286	0.609	0.458	*
					C	0.214	-0.083	-0.059	
					D	0.179	-0.403	-0.275	
					Other	0.000	-9.000	-9.000	

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Page 3

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.536	0.560	0.446	A	0.250	-0.298	-0.219	
					B	0.214	-0.437	-0.311	
					C	0.536	0.560	0.446	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
16	0-16	0.643	0.545	0.424	A	0.643	0.545	0.424	*
					B	0.179	-0.482	-0.329	
					C	0.036	-0.197	-0.084	
					D	0.143	-0.275	-0.177	
					Other	0.000	-9.000	-9.000	
17	0-17	0.714	0.527	0.397	A	0.714	0.527	0.397	*
					B	0.143	-0.397	-0.256	
					C	0.143	-0.397	-0.256	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
18	0-18	0.429	0.492	0.390	A	0.179	0.046	0.032	
					B	0.429	0.492	0.390	*
					C	0.321	-0.544	-0.417	
					D	0.071	-0.076	-0.040	
					Other	0.000	-9.000	-9.000	
19	0-19	0.357	0.822	0.640	A	0.286	-0.365	-0.275	
					B	0.357	0.822	0.640	*
					C	0.143	-0.397	-0.256	
					D	0.214	-0.319	-0.227	
					Other	0.000	-9.000	-9.000	
20	0-20	0.357	0.582	0.453	A	0.143	-0.031	-0.020	
					B	0.250	-0.168	-0.123	
					C	0.357	0.582	0.453	*
					D	0.250	-0.494	-0.362	
					Other	0.000	-9.000	-9.000	
21	0-21	0.393	0.650	0.512	A	0.214	-0.437	-0.311	
					B	0.250	-0.342	-0.251	
					C	0.393	0.650	0.512	*
					D	0.143	-0.061	-0.039	
					Other	0.000	-9.000	-9.000	

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Page 4

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.321	0.611	0.469	A	0.250	-0.537	-0.394	
					B	0.286	-0.345	-0.259	
					C	0.321	0.611	0.469	*
					D	0.143	0.306	0.197	
					Other	0.000	-9.000	-9.000	
23	0-23	0.321	0.803	0.616	A	0.286	-0.406	-0.305	
					B	0.393	-0.390	-0.307	
					C	0.321	0.803	0.616	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
24	0-24	0.393	0.668	0.526	A	0.286	-0.223	-0.168	
					B	0.143	-0.458	-0.296	
					C	0.393	0.668	0.526	*
					D	0.179	-0.297	-0.203	
					Other	0.000	-9.000	-9.000	
25	0-25	0.214	0.012	0.008	A	0.286	0.588	0.443	?
					B	0.286	-0.467	-0.351	
		CHECK THE KEY			C	0.214	0.012	0.008	*
		C was specified, A works better			D	0.214	-0.154	-0.109	
					Other	0.000	-9.000	-9.000	
26	0-26	0.429	0.562	0.446	A	0.214	-0.035	-0.025	
					B	0.429	0.562	0.446	*
					C	0.143	-0.122	-0.079	
					D	0.214	-0.627	-0.445	
					Other	0.000	-9.000	-9.000	
27	0-27	0.357	0.619	0.482	A	0.214	-0.366	-0.260	
					B	0.286	-0.467	-0.351	
					C	0.357	0.619	0.482	*
					D	0.143	0.153	0.099	
					Other	0.000	-9.000	-9.000	
28	0-28	0.429	0.667	0.529	A	0.429	0.667	0.529	*
					B	0.179	-0.429	-0.293	
					C	0.179	-0.271	-0.185	
					D	0.214	-0.272	-0.193	
					Other	0.000	-9.000	-9.000	

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Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
29	0-29	0.321	0.746	0.572	A	0.321	0.746	0.572	*
					B	0.321	-0.447	-0.343	
					C	0.179	-0.007	-0.005	
					D	0.179	-0.403	-0.275	
					Other	0.000	-9.000	-9.000	
30	0-30	0.250	0.700	0.514	A	0.250	0.700	0.514	*
					B	0.286	-0.345	-0.259	
					C	0.286	-0.122	-0.092	
					D	0.179	-0.244	-0.167	
					Other	0.000	-9.000	-9.000	

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Page 6

There were 28 examinees in the data file.

Scale Statistics

Scale:	0

N of Items	30
N of Examinees	28
Mean	10.250
Variance	26.830
Std. Dev.	5.180
Skew	1.147
Kurtosis	0.232
Minimum	3.000
Maximum	23.000
Median	8.000
Alpha	0.799
SEM	2.320
Mean P	0.342
Mean Item-Tot.	0.365
Mean Biserial	0.474

Based on the analysis using ITEMAN 3.00 above, Pre-Test was then developed. The table below presents the analysis results for items in the blueprint of Pre-Test in terms of *item facility*, *item discrimination*, and *distractor analysis*.

Table 1: **Item Analysis Results for the Pre-Test**

Item No.	Item Facility (0.3 – 0.7)	Item Discrimination (≥ 0.25)	Distractor Analysis (chosen minimally by 5% of test takers)	Description
1	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
2	Acceptable	Acceptable	Distractor C is ineffective	Accepted with Revision
3	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
4	Unacceptable	Unacceptable	Distractor B is ineffective	Not Accepted
5	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
6	Acceptable	Acceptable	All distractors are effective	Accepted
7	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
8	Acceptable	Acceptable	All distractors are effective	Accepted
9	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
10	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
11	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
12	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
13	Acceptable	Acceptable	All distractors are effective	Accepted
14	Acceptable	Acceptable	All distractors are effective	Accepted
15	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
16	Acceptable	Acceptable	Distractor C is ineffective	Accepted with Revision
17	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
18	Acceptable	Acceptable	All distractors are effective	Accepted
19	Acceptable	Acceptable	All distractors are effective	Accepted
20	Acceptable	Acceptable	All distractors are effective	Accepted
21	Acceptable	Acceptable	All distractors are effective	Accepted
22	Acceptable	Acceptable	All distractors are effective	Accepted
23	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
24	Acceptable	Acceptable	All distractors are effective	Accepted
25	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
26	Acceptable	Acceptable	All distractors are effective	Accepted
27	Acceptable	Acceptable	All distractors are effective	Accepted
28	Acceptable	Acceptable	All distractors are effective	Accepted
29	Acceptable	Acceptable	All distractors are effective	Accepted
30	Unacceptable	Acceptable	All distractors are effective	Accepted with Revision

The analysis result in the table above shows that from the total of 30 items in the blueprint of Pre-Test, 8 items are rejected (1,3,4,5,9,10,11,25), 8 items are accepted with revision (2,7,12,15,16,17,23,30), and 22 items are accepted without revision (6, 8, 13, 14, 18, 19, 20, 21, 22, 24, 26, 27, 28 and 29). Pre-Test was then developed using this analysis result. The final draft of the Pre-Test is given in the next page.

THE READING COMPREHENSION PRE-TEST

No.	Aspect	Question No.	Total Question
1.	Finding out the main idea of a text	1, 2, 6, 17, 24	5
2.	Identifying important information in the text	5, 9, 10, 11, 12, 16, 18, 21, 22, 25, 27, 28	12
3.	Deducing the meaning of unfamiliar lexical items	3, 7, 14, 15, 20	5
4.	Understanding references	4, 8, 13, 19, 26	5
5.	Making inferences	21, 23, 29, 30	4
Total Question			30

READING COMPREHENSION PRE-TEST

Name :	_____
Class :	_____
Date :	_____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 6 are based on Text 1.

Text 1

The Latest Fashion

One day, I had to teach a new English class. I read the list of new students' name. It was Kiddies' group since they were about 9 and 10 years old.

That was the first day of the Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival, I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit.

And that was what I did. I walked through the door happily. The school director watched me completely shocked. I smiled and looked straight at her. Then, she said "Good Afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta Company. He is one of the participants of the English course that you will teach today."

Oh my god! I nearly died! The secretary apologized to me for the wrong details of my new class.

The text was taken from: <https://www.sumberbelajar.belajar.kemdikbud.go.id>

- What is the text about?
 - Wrong schedule of an English class
 - The writer's first teaching day
 - A costume competition
 - The Spanish carnival
- The secretary apologized to the writer because....
 - the writer wore his teddy bear suit
 - she did not remember the carnival day

- C. she did not know Mr. Mendez was in the class
D. she had given the writer the wrong details of the new class
3. *The director watched me completely shocked* (Paragraph 3).
The underlined word has the closest meaning to....
A. very
B. rather
C. relatively
D. almost not
4. *I smiled and looked straight at her* (Paragraph 3).
The underlined word refers to....
A. Mr. Mendez
B. the secretary
C. the director of Delta Company
D. the director of the school where the author would teach
5. Why did the school director feel surprised to see the writer?
A. Because the writer was in high spirits
B. Because the writer was in carnival spirit
C. Because the writer wore a wrong costume
D. Because the writer received a wrong list of students

Questions 6 to 10 are based on Text 2

Text 2

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "why are they looking at me?" I didn't think about it much, so I sat in my usual chair.

Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked at the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

The text was taken from: English in Focus for Grade VIII Juniof High School (SMP/MTs)

6. What is the text above about?
A. The writer's birthday party
B. The writer's first day at school
C. The writer who looked like an Indian actress
D. The writer's first experience having a pimple

7. *I wondered, “why are they looking at me?”* (Paragraph 2).
The underlined word have the closest meaning to....
A. surprised
B. questioned
C. felt worried
D. did not know
8. *I didn't think about it much, so I sat in my usual chair* (Paragraph 3).
The underlined word refers to....
A. her pimple
B. her classmates
C. the writer's birthday
D. the reason why her friends kept looking at her
9. What made the writer look like an Indian artist?
A. Her face
B. Her pimple
C. Her costume
D. Her head band
10. How did the writer finally solve her pimple problem?
A. She wore a head band.
B. She did not think about it much.
C. She got used to her friends' reaction.
D. She asked her friends not to laugh at her.

Questions 11 to 16 are based on Text 3.

Text 3

Do You Know This Girl?

I was in the park with my older sister, Cathy, on Friday. My sister left her jacket on a bench while we talked to some friends. When we went back to the bench, a girl in a red T-shirt was sitting there. She had some money in her hand. When she saw us, she got up and walked away.

I said to my sister. “Did you have any money in your jacket?” She said, “Yes, Anna, I did.” I said, “Look in your jacket quickly.” Cathy looked in her jacket, but her money was not there. “That girl stole it!” I said, and we all ran after her. We caught her quickly. My sister was very angry and she said, “Give me the money!” The girl gave the money to Cathy and ran away. We all ran after her, but we lost her.



Then we went home. But before we could tell our parents, my mother said to Cathy, “You left your money at home. It's on the table in the sitting room. You must be more careful with money.” So the girl in the red T-shirt was not a thief! She probably thought we were

thieves! We felt terrible.

Please telephone us if you know this girl. We are very sorry for our mistake. We would like to say sorry to her and give her money back to her. Our number is 512667. My name is Anna.

The text was taken from:: English in Focus for Grade VIII Juniof High School (SMP/MTs)

11. Who had lost her money?
 - A. Anna
 - B. Cathy
 - C. The girl in a red T-shirt
 - D. The writer and her older sister
12. Why did the girl in a red T-shirt try to escape from Anna and her sister?
 - A. Because she thought Anna and her sister were thieves
 - B. Because she did not want the police to catch her
 - C. Because she stole Anna and her sister's money
 - D. Because she had money in her hand
13. You must be more careful with money (Paragraph 3).
The underlined word refers to....
 - A. Anna
 - B. Cathy
 - C. Anna and Cathy
 - D. The girl in a red T-shirt
14. We felt terrible (Paragraph 3).
The underlined word has the closest meaning to....
 - A. pleasant
 - B. relieved
 - C. very bad
 - D. disappointed
15. Where did Anna and her sister finally find the money?
 - A. At home
 - B. In the writer's jacket
 - C. On the bench in the park
 - D. The girl in red T-shirt had the money
16. Why did Anna want to find the girl in a red T-shirt?
 - A. Because she and Cathy wanted to be friends with her.
 - B. To give back the money and say sorry to her
 - C. Because Anna's mother told her to do so
 - D. To ask her money back

Questions 17 to 23 are based on Text 4.

Text 4

The Exploding Tire

Last week, my friend and I came to Semarang by an economical bus. It was a kind of an old machine bus. We left from Pekalongan Bus Station at about 2 pm.

The bus ran slowly which made me so impatient. Suddenly and unexpectedly, after tens of kilometres, it struck out. The tire smashed. Then the driver and the conductor got off the bus to check it. Some men also got off to help them fix the problem while the women and children stayed on the bus. It seemed so long waiting for the problem fixed. Moreover, it was a hot day and the bus even had no AC. After about half an hour, the problem had solved and the bus ran again normally.



Too bad, in another ten minutes, a loud bang heard. Oh my God, that was an exploding tire again. I didn't know and didn't care which tire that had exploded, was it the same tire as before or was it the other ones. All I wanted was to go as fast as I could, it was already 4.30 pm and we were still in Batang. Normally, I should have been in Semarang at that time. It was so irritating.

It seemed that the driver couldn't fix the problem anymore. When another economical bus passed, he stopped it and asked us to get on it. Unfortunately the bus had already been fulfilled with passengers, and so we had to stand on the bus during the rest of the journey. What a shame!

Finally, at about 7 pm I arrived at my boarding house. It was a tiring day and I was so tired too, so I went to bed early.

The text was taken from: <http://daffodilousme.wordpress.com/2012/06/03/recount-tell-your-experience-2/>

The picture was taken from: http://www.msha.gov/accident_prevention/ideas/rimwheel.htm

17. What does the text talk about?
 - A. A tiring journey to Semarang
 - B. Long delays due to exploding tires
 - C. An accident due to exploding bus tires
 - D. The writer's bad experience getting on an economical bus
18. Where would the writer go when he had the accident of an exploding tire?
 - A. To Batang
 - B. To Semarang
 - C. To Pekalongan
 - D. On the way to the writer's home
19. ... *after tens of kilometers, it struck out* (Paragraph 2).
The underlined word refers to....
 - A. the bus
 - B. the bus tire
 - C. the bus AC

D. the bus machine

20. *It was so irritating* (Paragraph 3).

The underlined word has the closest meaning to....

- A. uneasy
- B. regretful
- C. annoying
- D. exhausting

21. Why did the writer finally have to take another bus?

- A. Because the writer did not want to wait for the broken bus any longer
- B. Because the bus had already been fulfilled with passengers
- C. Because the driver could not repair the bus
- D. Because the writer was tired and in a hurry

22. The following made the writer tired that day, except....

- A. the bus that the writer used did not have AC
- B. the writer spent more time due to exploding tires
- C. the writer helped the bus driver fix the problem with the bus
- D. the writer had to stand on the bus during the rest of his journey

23. Based on the text 4 above, we can conclude that....

- A. it normally would take five hours to go to Pekalongan from Semarang
- B. the writer finally could take a rest when he got on the second bus
- C. during the writer's journey, the bus had its tire exploded twice
- D. the bus had problem because of its old machine

Questions 24 to 30 are based on Text 5.

Text 5

Wow! I have a wonderful weekend! My name is Jamie and I am 12 years old. When I got home from school on Friday my mum was at the door with a backpack in her hand. "These are the clothes you need for your surprise trip!" she said. Well at that moment a taxi arrived and I climbed in.

In the taxi, there was my best friend Clive. He also didn't know what the surprise was. Within forty five minutes we arrived at Portsmouth ferry port. Then we met a man called Mr. Adams. He told us that we had won a competition to sail to France as a VIP guest of the captain!

Two hours later we were heading for the middle of the channel. The ship was thrown up and down, side to side. It was like a giant roller-coaster ride. Fortunately, both of us did not feel sick. After a while, we found that the captain was looking worried. "We have had an SOS from a yacht and we are the nearest ship. They want us to stand by in case the lifeboat can't reach them."

We were all looking out of the windows trying to spot the yacht. "There she is!" I



screamed and they all rushed to see what I was pointing at. A tiny yacht appeared in the distance. Meanwhile, the lifeboat was racing to our position and soon we caught sight of it as it drew alongside the battered boat. We heard the lifeboat say that they had the situation in hand and so our ferry turned towards port and headed for home.

When we got back to Portsmouth our Mums were there too and we raced down the gangway to tell them all about our trip. Finally, we got home and a reporter was there to ask us about our prize trip.

The text was adapted from: <http://www.primaryresources.co.uk/english/englishD6.htm>

The picture was taken from: <http://bestclipartblog.com/25-cruise-clip-art.html/cruise-clip-art-12>

24. What is the story about?
 - A. Travelling with Mr. Adam on a ship
 - B. A competition to sail to French
 - C. Spending time at sea
 - D. Rescuing a yacht
25. How long did it take to go to the port from Jamie's house by a taxi?
 - A. Forty five minutes
 - B. Fifty five minutes
 - C. An hour
 - D. A day
26. *There she is!* (Paragraph 4)
The underlined word refers to....
 - A. the ferry
 - B. the yacht
 - C. the lifeboat
 - D. the SOS signal
27. Why did the captain look worried?
 - A. Because the ship was in trouble
 - B. Because Jamie and Clive got sick
 - C. Because he received an SOS from a yacht
 - D. Because a lifeboat asked him to save passengers from a yacht
28. What was Jamie pointing at when he was on the bridge?
 - A. The yacht
 - B. The lifeboat
 - C. The SOS signal
 - D. The window of the board
29. We heard the lifeboat say that they had the situation in hand and so our ferry turned towards port and headed for home.
Based on the sentence above, we can conclude that....
 - A. the ferry did not have to save the yacht because it was the lifeboat that would help rescue the yacht
 - B. the lifeboat asked the ferry to find a help to the port to rescue the yacht

- C. the ferry and the lifeboat would work together to to save the yacht
 D. the yacht finally could rescue the passangers on its own
30. The following statements are true about the writer and his friend, except....
 A. they both got sick at the first time they was on board
 B. they helped the Captain find the battered boat
 C. they got free tickets to sail to French
 D. they felt excited about their trip



ANSWER KEY THE READING COMPREHENSION PRE-TEST

1. B	11. B	21. C
2. D	12. A	22. C
3. A	13. B	23. C
4. D	14. C	24. C
5. C	15. A	25. A
6. D	16. B	26. B
7. B	17. A	27. C
8. D	18. B	28. A
9. B	19. B	29. A
10. A	20. C	30. A

Total Answer:

A: 9
 B: 9
 C: 8
 D: 4

POST-TEST I

This section presents the following information:

- 1. the blueprint of the reading comprehension post-test I,**
- 2. the ITEMAN analysis for the blueprint of the post-test I, and**
- 3. the reading comprehension post-test I.**

THE BLUEPRINT OF THE READING COMPREHENSION POST-TEST I

No.	Aspect	Question No.	Total Question
1.	Finding out the main idea of a text	1, 6, 12, 26	4
2.	Identifying important information in the text	2, 3, 4, 9, 10, 17, 19, 23, 24, 28	10
3.	Deducing the meaning of unfamiliar lexical items	8, 15, 27, 30	4
4.	Understanding references	11, 14, 20, 22, 29	5
5.	Making inferences	5, 7, 13, 16, 18, 21, 25	7
Total Question			30

READING COMPREHENSION POST-TEST I

Name :	_____
Class :	_____
Date :	_____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 5 are based on Text 1.

Text 1

A Terrible Day

Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time.

First, it was really fun until I kicked the ball too strong, so the ball led into a window and I broke the window. When we wanted to run away, suddenly we all heard a loud voice. After that, the owner of the house came from the fence of the house and shouted on us. We were very afraid, but we didn't know what to do.

Then, one of my cousins told us to run. We all ran. Suddenly, we heard a bark sound. Then we knew that the owner of the house let his dog to chase us. We were struggling to run as fast as we could. But, I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house.

My cousins took me to the doctor and told my parents. Finally the doctor said that I was exposed to rabies. Then I was hospitalized for more than one week.

The text was adapted from: http://ridhakd.blogspot.com/2013/05/ltt_26.html

- What is the text about?
 - Unintentionally breaking a window of a house
 - Three naughty kids and a mean house owner
 - Spending time playing football
 - Hospitalized because of rabies
- When did they writer's day start to be terrible?
 - When the ball they played broke the window of a house

- B. When the writer fell down and was bitten by a dog
 - C. When the writer played football with the cousins
 - D. When the writer needed to be hospitalized
3. How did the owner of the house react to the trouble that the writer and the writer's cousins had made?
- A. He told the kids not to play in front of his house.
 - B. He asked the kids to be responsible.
 - C. He punished the kids.
 - D. He got angry.
4. Why was the writer hospitalized for more than a week?
- A. Because the writer fell down
 - B. Because the writer's leg was hurt
 - C. Because the writer was bitten by a dog
 - D. Because the writer felt tired of playing football
5. Based on the text above, which one of the following statements is correct?
- A. The kids broke the window when they were playing volleyball.
 - B. The dog escaped from its owner and ran after the kids.
 - C. The writer's cousin developed rabies after the dog bit.
 - D. The dog caught the writer and bite the writer's leg.

Questions 6 to 11 are based on Text 2.

Text 2

Thursday, 14 June 2012

On Tuesday, 12 June 2012, I woke up at six o'clock and no wonder, it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer, and went to the dining room, where I received a warm welcome from Moortje (the cat).

Soon after seven I went to Mummy and Daddy. Then, I went to the sitting room to undo my presents. On the table there were a bunch of roses, a plant, and some peonies, and more arrived during the day.

I got masses of things from Mummy and Daddy, and was thoroughly spoiled by various friends. Among other things I was given *Camera Obscura*, a party game, lots of sweets, chocolates, a puzzle, a brooch, *Tales and Legends of the Netherlands* by Joseph Cohen, *Daisy's Mountain Holiday* (a terrific book) and some money.

Then, Lies called for me and we went to school. During recess I treated everyone to sweet biscuits, and then we had to go back to our lessons.

Now I must stop. Bye-bye, we're going to be great pals!

The text was adapted from: <http://www.pdst.ie/node/591>

6. What is the text about?
- A. A generous girl
 - B. The writer's birthday
 - C. The writer and her diary

- D. Birthday habits in the writer's family
7. When did the writer write the text?
- On Tuesday
 - On Thursday
 - On Wednesday
 - On the writer's birthday
8. *Then, I went to the sitting room to undo my presents* (Paragraph 2).
The underlined word has the closest meaning to....
- count
 - know
 - open
 - take
9. The following things were received by the writer during his birthday, except
- gadget
 - flowers
 - story books
 - sweets and chocolate
10. How did the writer eat all the food she had?
- She ate it all by herself.
 - She ate it together with Lies.
 - She shared it with her school friends.
 - She enjoyed it with her Dad, Mom, Liez and school friends.
11. *Now I must stop. Bye-bye, we're going to be great pals!* (Paragraph 5).
Based on the text, who is going to be the writer's great pal?
- Lies
 - Moortje
 - The diary
 - The writer's school friends

Questions 12 to 15 are based on Text 3.

Text 3

The Flood

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. After the test try out ended, one of my schoolmates, Rini, asked me to accompany her to the bus stop. When we arrived there, suddenly a heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus.

It was still raining when I was home. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoping that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned.

The next day, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. However, I thanked God for not allowing the flood to enter my house. Even the front yard of my house

had been changed into an emergency kitchen. It was so crowded there. My father and I took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea.

Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

The text was adapted from: <http://mediaku.me/kumpulan-contoh-recount-text-terbaru/>

12. What does the text talk about?
 - A. Concern of the writer's family members for Flood victims
 - B. A heavy rainfall that caused flood in Purwodadi
 - C. A disaster due to humans' mistake
 - D. Flood because of a heavy rain
13. According to the story, what had caused the flood to come?
 - A. Rubbish
 - B. Humans' mistake
 - C. A river that overflowed
 - D. A long and heavy rainfall
14. *It was so crowded there* (Paragraph 3).
The underlined word refers to....
 - A. the writer's house
 - B. the kitchen of the writer's house
 - C. the front yard of the writer's house
 - D. the school where the writer studied
15. *In the middle of the night, I got news that South Purwodadi had been drowned* (Paragraph 2).
The underlined word has the closest meaning to....
 - A. died
 - B. sunk
 - C. hidden
 - D. paralyzed
16. *I felt as if I was one of the passengers of Titanic who was sailing on the sea* (Paragraph 3).
What can be inferred from the sentence?
 - A. The writer wished to be one of the passengers of Titanic and sailed the sea.
 - B. The writer was imagining that she was sailing the sea on Titanic.
 - C. The flood area at night seemed like sailing the sea on Titanic.
 - D. The flood changed Purwodadi areas into a sea.

Questions 17 to 20 are based on Text 4.

Text 4

Jedi and Jada

Hi, I'm Jedi. I have a twin sister, named Jada. We were born on 5 August 1992. We are

in the eighth grade now. Jada and I do everything together. We are in the same class. We dress alike. We look the same. We always get other people confused. This really makes Jada and me laugh. Teachers and friends always get us mixed up at school. Even our father has trouble telling us apart. But, our mother doesn't. Jada and I often try to confuse her, but it has never happened.

One day, our teacher met our mother. He told her to get one of us a different haircut, so that he could tell us apart. Jada and I were horrified. We didn't want to look different. We liked looking the same.

Our mother came to the rescue, and refused to make us cut our hair. We were happy. Our dad just shook his head. He would have to stay confused. Jada and I didn't care. We knew which one was which, and that was all that mattered.

The text was adapted from: <http://sis1dy.wordpress.com/2010/04/25/recount/>

17. How do Jedi and Jada make other people confused?
 - A. Because they are twins
 - B. Because they are naughty
 - C. By pretending to be their twin
 - D. By having their look and dress alike
18. *Jada and I often try to confuse her, but it has never happened* (Paragraph 1).
What can be inferred from the sentence?
 - A. The twins never failed to confuse their mother.
 - B. The twins' mother knew which Jada or Jedi was.
 - C. The twins' mother never differentiate Jada from Jedi.
 - D. The twins were naughty since they often confused their mother.
19. What did the teacher ask the twins' mother to do?
 - A. To have the twins have their hair cut
 - B. To have the twins have a new haircut
 - C. To ask the twins stop making other people confused
 - D. To make the twins can be distinguished from each other
20. ... so that he could tell us apart (Paragraph 2).
The underlined word refers to
 - A. the twins' friend
 - B. the twins' father
 - C. the twins' teacher
 - D. the twins' neighbour

Questions 21 to 25 are based on Text 5.

Text 5

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. "They look like bees", my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted,

“Come on, Valley School! Come on, the Valleys!” Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the “bees” stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, “Hooray!” The score was now 2:1. That was better. Now our team began to play better or the “bees” were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

The text was taken from: <http://www.education-english.com/2011/12/recount-text-football-match.html>

21. Why did the writer’s brother think that their school team’ rival like bees?
 - A. Because their jersey’s colour looked just like the colour of bees
 - B. Because they always stayed together with their group
 - C. Because they played by imitating how bees moved
 - D. Because they moved very fast

22. *Soon they scored their first goal* (Paragraph 2).
 The underlined word refers to
 - A. the bees
 - B. Valley School
 - C. the team from the writer’s school
 - D. the rival of the writer’s school team

23. Which of the following things that the team of Valley School did not wear?
 - A. red and white shirts
 - B. red stockings
 - C. white shorts
 - D. white shoes

24. Based on the text, why did the free kick occur?
 - A. A player from the writer’ school team stopped the ball with one of his hands.
 - B. A player from the rival team of the writer’ school team caught the ball using a hand.
 - C. A player from the rival team of the writer’ school team pushed a player from the writer’ school team.
 - D. A player from the rival team of the writer’ school team tackled a player from the writer’ school team.

25. *In the second half of the match, both teams tried very hard, but neither scored ...*(Paragraph 4).
 According to the sentence, we know that....
 - A. both teams got tired
 - B. both teams scored the same
 - C. both teams failed to add more score

D. both teams did not try hard enough to score a new goal

Questions 26 to 30 are based on Text 6.

Text 6

Get Lost!

Samantha was walking home from work one day last month when she saw a man who was trying to break into a car. She asked him what he was doing and he told her to "Get lost". Samantha quickly ran to a nearby shop and asked the owner to call the police, which he did immediately. When she went outside again, she saw that both the thief and the car had gone.

About ten minutes later, a police car stopped outside the shop. A policewoman got out and asked Samantha some questions about the incident. She asked her to give a description for the car and the thief. Samantha said that the car was a dark blue Ford focus with the registration number TR03 RMN8. She said that it had a large scratch on the right hand side. She described the man as tall with short dark hair. She said that he was slim, looked about twenty five years old and was wearing a blue denim jacket and black jeans. The policewoman wrote down everything in a notebook. Samantha felt a little shaken, but was glad to be able to help.

A few days later she found that the thief had been caught in Newcastle and that the car had been returned to its owner undamaged.

The text was adapted from: <http://www.education-english.com/2011/11/recount-text-get-lost.html>

26. What does the text tell about?
 - A. A police investigation into a car theft
 - B. A brave girl trying to stop a car theft
 - C. Self-defense against robbery
 - D. Successful a car theft
27. What did the man actually mean by asking Samantha to "*get lost*" (Paragraph 1)?
 - A. He asked Samantha to pretend not to see him.
 - B. He asked Samantha to go away from him.
 - C. He asked Samantha to hide somewhere.
 - D. He asked Samantha to save herself.
28. Why did Samantha call the police?
 - A. Because a thief stole her car
 - B. Because her car was damaged
 - C. Because she was threatened by a man
 - D. Because someone was trying stole a car
29. *Samantha quickly ran to a nearby shop and asked the owner to call the police, which he did immediately* (Paragraph 1).
The underlined word refers to
 - A. the thief
 - B. Samantha

- C. the police
- D. the shop owner

30. The following are characteristics of the thief that Samantha told to the police woman, except....
- A. he was tall and slim
 - B. he had short dark hair
 - C. he had a large scratch on the right hand
 - D. he wore a blue denim jacket and black jeans



ANSWER KEY

THE BLUEPRINT OF THE READING COMPREHENSION POST-TEST I

- | | | |
|-------|-------|-------|
| 1. A | 11. C | 21. A |
| 2. A | 12. D | 22. D |
| 3. D | 13. D | 23. D |
| 4. C | 14. C | 24. B |
| 5. D | 15. B | 25. C |
| 6. B | 16. B | 26. B |
| 7. B | 17. D | 27. B |
| 8. C | 18. C | 28. D |
| 9. B | 19. D | 29. D |
| 10. C | 20. C | 30. C |

Total Answer:

- A: 3
- B: 8
- C: 9
- D: 8

THE ITEMAN ANALYSIS FOR THE BLUEPRINT OF POST-TEST I

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Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.480	0.037	0.029	A	0.480	0.037	0.029	*
					B	0.240	-0.100	-0.073	
		CHECK THE KEY			C	0.160	0.219	0.146	?
		A was specified, C works better			D	0.120	-0.185	-0.114	
					Other	0.000	-9.000	-9.000	
2	0-2	0.560	0.018	0.014	A	0.560	0.018	0.014	*
					B	0.200	-0.128	-0.090	
		CHECK THE KEY			C	0.120	0.157	0.097	?
		A was specified, C works better			D	0.120	-0.014	-0.008	
					Other	0.000	-9.000	-9.000	
3	0-3	0.520	0.436	0.347	A	0.200	-0.190	-0.133	
					B	0.160	-0.378	-0.251	
					C	0.120	-0.142	-0.087	
					D	0.520	0.436	0.347	*
					Other	0.000	-9.000	-9.000	
4	0-4	0.600	0.430	0.339	A	0.120	-0.655	-0.403	
					B	0.160	-0.203	-0.134	
					C	0.600	0.430	0.339	*
					D	0.120	0.072	0.044	
					Other	0.000	-9.000	-9.000	
5	0-5	0.520	0.414	0.330	A	0.200	-0.404	-0.282	
					B	0.080	-0.338	-0.185	
					C	0.200	-0.006	-0.004	
					D	0.520	0.414	0.330	*
					Other	0.000	-9.000	-9.000	
6	0-6	0.680	0.563	0.431	A	0.120	-0.270	-0.166	
					B	0.680	0.563	0.431	*
					C	0.120	-0.484	-0.298	
					D	0.080	-0.338	-0.185	
					Other	0.000	-9.000	-9.000	
7	0-7	0.680	0.491	0.376	A	0.040	-0.640	-0.281	
					B	0.680	0.491	0.376	*
					C	0.120	-0.442	-0.272	
					D	0.160	-0.132	-0.088	
					Other	0.000	-9.000	-9.000	

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Page 2

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.560	0.214	0.170	A	0.160	0.290	0.192	?
					B	0.120	-0.099	-0.061	
		CHECK THE KEY			C	0.560	0.214	0.170	*
		C was specified, A works better			D	0.160	-0.554	-0.368	
					Other	0.000	-9.000	-9.000	
9	0-9	0.200	-0.006	-0.004	A	0.240	-0.073	-0.053	
					B	0.200	-0.006	-0.004	*
		CHECK THE KEY			C	0.320	0.251	0.192	?
		B was specified, C works better			D	0.240	-0.210	-0.153	
					Other	0.000	-9.000	-9.000	
10	0-10	0.520	0.479	0.382	A	0.080	0.237	0.130	
					B	0.120	-0.442	-0.272	
					C	0.520	0.479	0.382	*
					D	0.280	-0.409	-0.306	
					Other	0.000	-9.000	-9.000	
11	0-11	0.440	0.459	0.365	A	0.120	0.072	0.044	
					B	0.240	-0.431	-0.313	
					C	0.440	0.459	0.365	*
					D	0.200	-0.220	-0.154	
					Other	0.000	-9.000	-9.000	
12	0-12	0.640	0.457	0.356	A	0.160	-0.167	-0.111	
					B	0.120	-0.484	-0.298	
					C	0.080	-0.223	-0.122	
					D	0.640	0.457	0.356	*
					Other	0.000	-9.000	-9.000	
13	0-13	0.640	0.479	0.374	A	0.120	-0.442	-0.272	
					B	0.080	0.007	0.004	
					C	0.160	-0.378	-0.251	
					D	0.640	0.479	0.374	*
					Other	0.000	-9.000	-9.000	
14	0-14	0.280	-0.307	-0.230	A	0.240	0.175	0.127	
					B	0.200	0.238	0.167	?
		CHECK THE KEY			C	0.280	-0.307	-0.230	*
		C was specified, B works better			D	0.280	-0.053	-0.040	
					Other	0.000	-9.000	-9.000	

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Page 3

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.640	0.457	0.356	A	0.120	-0.313	-0.193	
					B	0.640	0.457	0.356	*
					C	0.160	0.044	0.029	
					D	0.080	-0.799	-0.438	
					Other	0.000	-9.000	-9.000	
16	0-16	0.240	0.065	0.047	A	0.240	0.478	0.348	?
					B	0.240	0.065	0.047	*
		CHECK THE KEY			C	0.280	-0.333	-0.249	
		B was specified, A works better			D	0.240	-0.183	-0.133	
					Other	0.000	-9.000	-9.000	
17	0-17	0.560	0.799	0.635	A	0.120	-0.142	-0.087	
					B	0.200	-0.770	-0.539	
					C	0.120	-0.356	-0.219	
					D	0.560	0.799	0.635	*
					Other	0.000	-9.000	-9.000	
18	0-18	0.640	0.617	0.481	A	0.080	-0.396	-0.217	
					B	0.120	0.115	0.071	
					C	0.640	0.617	0.481	*
					D	0.160	-0.801	-0.531	
					Other	0.000	-9.000	-9.000	
19	0-19	0.640	0.868	0.677	A	0.160	-0.625	-0.415	
					B	0.080	-0.511	-0.280	
					C	0.120	-0.484	-0.298	
					D	0.640	0.868	0.677	*
					Other	0.000	-9.000	-9.000	
20	0-20	0.640	0.800	0.623	A	0.080	-0.396	-0.217	
					B	0.120	-0.741	-0.456	
					C	0.640	0.800	0.623	*
					D	0.160	-0.378	-0.251	
					Other	0.000	-9.000	-9.000	
21	0-21	0.560	0.517	0.411	A	0.560	0.517	0.411	*
					B	0.160	-0.273	-0.181	
					C	0.080	0.352	0.193	
					D	0.200	-0.679	-0.475	
					Other	0.000	-9.000	-9.000	

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Page 4

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.680	0.659	0.505	A	0.080	-0.511	-0.280	
					B	0.160	-0.554	-0.368	
					C	0.080	-0.166	-0.091	
					D	0.680	0.659	0.505	*
					Other	0.000	-9.000	-9.000	
23	0-23	0.640	0.617	0.481	A	0.120	-0.869	-0.535	
					B	0.080	-0.108	-0.059	
					C	0.160	-0.167	-0.111	
					D	0.640	0.617	0.481	*
					Other	0.000	-9.000	-9.000	
24	0-24	0.560	-0.025	-0.020	A	0.200	-0.159	-0.111	
					B	0.560	-0.025	-0.020	*
		CHECK THE KEY			C	0.160	0.149	0.099	?
		B was specified, C works better			D	0.080	0.122	0.067	
					Other	0.000	-9.000	-9.000	
25	0-25	0.560	0.409	0.325	A	0.120	0.157	0.097	
					B	0.200	-0.342	-0.240	
					C	0.560	0.409	0.325	*
					D	0.120	-0.484	-0.298	
					Other	0.000	-9.000	-9.000	
26	0-26	0.560	0.430	0.342	A	0.160	0.360	0.239	
					B	0.560	0.430	0.342	*
					C	0.080	-0.626	-0.343	
					D	0.200	-0.587	-0.411	
					Other	0.000	-9.000	-9.000	
27	0-27	0.520	0.479	0.382	A	0.200	-0.128	-0.090	
					B	0.520	0.479	0.382	*
					C	0.080	-0.051	-0.028	
					D	0.200	-0.526	-0.368	
					Other	0.000	-9.000	-9.000	
28	0-28	0.640	0.502	0.392	A	0.200	-0.220	-0.154	
					B	0.080	-0.223	-0.122	
					C	0.080	-0.626	-0.343	
					D	0.640	0.502	0.392	*
					Other	0.000	-9.000	-9.000	

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Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
29	0-29	0.600	0.474	0.374	A	0.160	0.008	0.006	
					B	0.080	-0.741	-0.406	
					C	0.160	-0.308	-0.204	
					D	0.600	0.474	0.374	*
					Other	0.000	-9.000	-9.000	
30	0-30	0.440	0.394	0.313	A	0.160	-0.238	-0.158	
					B	0.200	-0.312	-0.218	
					C	0.440	0.394	0.313	*
					D	0.200	-0.037	-0.026	
					Other	0.000	-9.000	-9.000	

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Page 6

There were 25 examinees in the data file.

Scale Statistics

Scale:	0

N of Items	30
N of Examinees	25
Mean	16.440
Variance	21.846
Std. Dev.	4.674
Skew	0.297
Kurtosis	-0.513
Minimum	9.000
Maximum	27.000
Median	17.000
Alpha	0.704
SEM	2.544
Mean P	0.548
Mean Item-Tot.	0.320
Mean Biserial	0.407

Based on the analysis using ITEMAN 3.00 above, Post-Test I was then developed. The table below presents the analysis results for items in the blueprint of Post-Test I in terms of *item facility*, *item discrimination*, and *distractor analysis*.

Table 2: **Item Analysis Results for Post-Test I**

Item No.	Item Facility (0.3 – 0.7)	Item Discrimination (≥ 0.25)	Distractor Analysis (chosen minimally by 5% of test takers)	Description
1	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
2	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
3	Acceptable	Acceptable	All distractors are effective	Accepted
4	Acceptable	Acceptable	All distractors are effective	Accepted
5	Acceptable	Acceptable	All distractors are effective	Accepted
6	Acceptable	Acceptable	All distractors are effective	Accepted
7	Acceptable	Acceptable	Distractor A is ineffective	Accepted with Revision
8	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
9	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
10	Acceptable	Acceptable	All distractors are effective	Accepted
11	Acceptable	Acceptable	All distractors are effective	Accepted
12	Acceptable	Acceptable	All distractors are effective	Accepted
13	Acceptable	Acceptable	All distractors are effective	Accepted
14	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
15	Acceptable	Acceptable	All distractors are effective	Accepted
16	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
17	Acceptable	Acceptable	All distractors are effective	Accepted
18	Acceptable	Acceptable	All distractors are effective	Accepted
19	Acceptable	Acceptable	All distractors are effective	Accepted
20	Acceptable	Acceptable	All distractors are effective	Accepted
21	Acceptable	Acceptable	All distractors are effective	Accepted
22	Acceptable	Acceptable	All distractors are effective	Accepted
23	Acceptable	Acceptable	All distractors are effective	Accepted
24	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
25	Acceptable	Acceptable	All distractors are effective	Accepted
26	Acceptable	Acceptable	All distractors are effective	Accepted
27	Acceptable	Acceptable	All distractors are effective	Accepted
28	Acceptable	Acceptable	All distractors are effective	Accepted
29	Acceptable	Acceptable	All distractors are effective	Accepted
30	Acceptable	Acceptable	All distractors are effective	Accepted

The analysis result in the table above shows that from the total of 30 items in the blueprint of Post-Test I, 3 items are rejected (9,14,16), 5 items are accepted with revision (1,2,7,8,24), and 22 items are accepted without revision (3, 4, 5, 6, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29 and 30). However, the total items in Post-Test I were planned to include only 25 items. Therefore, 3 items accepted with revision (1,7,8) and 22 items accepted without revision were finally decided to be included in Post-Test I. The final draft of the Post-Test I is given in the next page.

THE READING COMPREHENSION POST-TEST I

No.	Aspect	Question No.	Total Question
1.	Finding out the main idea of a text	5, 9, 21	3
2.	Identifying important information in the text	1, 2, 7, 11, 13, 15, 19, 24	8
3.	Deducing the meaning of unfamiliar lexical items	3, 12, 22, 25	4
4.	Understanding references	8, 16, 18, 22	4
5.	Making inferences	4, 6, 10, 14, 17, 20	6
Total Question			25

READING COMPREHENSION POST-TEST I

Name : _____ Class : _____ Date : _____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 4 are based on Text 1.

Text 1

A Terrible Day

Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time.

First, it was really fun until I kicked the ball too strong, so the ball led into a window and I broke the window. When we wanted to run away, suddenly we all heard a loud voice. After that, the owner of the house came from the fence of the house and shouted on us. We were very afraid, but we didn't know what to do.

Then, one of my cousins told us to run. We all ran. Suddenly, we heard a bark sound. Then we knew that the owner of the house let his dog to chase us. We were struggling to run as fast as we could. But, I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house.

My cousins took me to the doctor and told my parents. Finally the doctor said that I was exposed to rabies. Then I was hospitalized for more than one week.

The text was adapted from: http://ridhakd.blogspot.com/2013/05/ltt_26.html

1. How did the owner of the house react to the trouble that the writer and the writer's cousins had made?
 - A. He told the kids not to play in front of his house.
 - B. He asked the kids to be responsible.
 - C. He punished the kids.
 - D. He got angry.

2. Why was the writer hospitalized for more than a week?
 - A. Because the writer fell down
 - B. Because the writer's leg was hurt

- C. Because the writer was bitten by a dog
D. Because the writer felt tired of playing football
3. *But, I fell down so the dog managed to catch me and bite my leg* (Paragraph 3).
The underlined word has the closest meaning to....
A. run after
B. succeed
C. stop
D. fail
4. Based on the text above, which one of the following statements is correct?
A. The kids broke the window when they were playing volleyball.
B. The dog escaped from its owner and ran after the kids.
C. The writer's cousin developed rabies after the dog bit.
D. The dog caught the writer and bite the writer's leg.

Questions 5 to 8 are based on Text 2.

Text 2

Thursday, 14 June 2012

On Tuesday, 12 June 2012, I woke up at six o'clock and no wonder, it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer, and went to the dining room, where I received a warm welcome from Moortje (the cat).

Soon after seven I went to Mummy and Daddy. Then, I went to the sitting room to undo my presents. On the table there were a bunch of roses, a plant, and some peonies, and more arrived during the day.

I got masses of things from Mummy and Daddy, and was thoroughly spoiled by various friends. Among other things I was given *Camera Obscura*, a party game, lots of sweets, chocolates, a puzzle, a brooch, *Tales and Legends of the Netherlands* by Joseph Cohen, *Daisy's Mountain Holiday* (a terrific book) and some money.

Then, Lies called for me and we went to school. During recess I treated everyone to sweet biscuits, and then we had to go back to our lessons.

Now I must stop. Bye-bye, we're going to be great pals!

The text was adapted from: <http://www.pdst.ie/node/591>

5. What is the text about?
A. A generous girl
B. The writer's birthday
C. The writer and her diary
D. Birthday habits in the writer's family
6. When did the writer write the text?
A. On Tuesday
B. On Thursday

- C. On Wednesday
 - D. On the writer's birthday
7. How did the writer eat all the food she had?
- A. She ate it all by herself.
 - B. She ate it together with Lies.
 - C. She shared it with her school friends.
 - D. She enjoyed it with her Dad, Mom, Liez and school friends.
8. Based on the text, who is going to be the writer's great pal?
- A. Lies
 - B. Moortje
 - C. The diary
 - D. The writer's school friends

Questions 9 to 12 are based on Text 3.

Text 3

The Flood

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. After the test try out ended, one of my schoolmates, Rini, asked me to accompany her to the bus stop. When we arrived there, suddenly a heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus.

It was still raining when I was home. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoping that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned.

The next day, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. However, I thanked God for not allowing the flood to enter my house. Even the front yard of my house had been changed into an emergency kitchen. It was so crowded there. My father and I took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea.

Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

The text was adapted from: <http://mediaku.me/kumpulan-contoh-recount-text-terbaru/>

9. What does the text talk about?
- A. Concern of the writer's family members for Flood victims
 - B. A heavy rainfall that caused flood in Purwodadi
 - C. A disaster due to humans' mistake
 - D. Flood because of a heavy rain
10. According to the story, what had caused the flood to come?
- A. Rubbish
 - B. Humans' mistake

- C. A river that overflowed
- D. A long and heavy rainfall

11. According to the story, what made the activities in Purwodadi paralyzed?
 - A. The flood
 - B. Christmas holidays
 - C. A heavy rain that kept on falling since the last day
 - D. Because the society was busy cleaning their house after the flood
12. *In the middle of the night, I got news that South Purwodadi had been drowned* (Paragraph 2). The underlined word has the closest meaning to....
 - A. died
 - B. sunk
 - C. hidden
 - D. paralyzed

Questions 13 to 16 are based on Text 4.

Text 4

Jedi and Jada

Hi, I'm Jedi. I have a twin sister, named Jada. We were born on 5 August 1992. We are in the eighth grade now. Jada and I do everything together. We are in the same class. We dress alike. We look the same. We always get other people confused. This really makes Jada and me laugh. Teachers and friends always get us mixed up at school. Even our father has trouble telling us apart. But, our mother doesn't. Jada and I often try to confuse her, but it has never happened.

One day, our teacher met our mother. He told her to get one of us a different haircut, so that he could tell us apart. Jada and I were horrified. We didn't want to look different. We liked looking the same.

Our mother came to the rescue, and refused to make us cut our hair. We were happy. Our dad just shook his head. He would have to stay confused. Jada and I didn't care. We knew which one was which, and that was all that mattered.

The text was adapted from: <http://sis1dy.wordpress.com/2010/04/25/recount/>

13. How do Jedi and Jada make other people confused?
 - A. Because they are twins
 - B. Because they are naughty
 - C. By pretending to be their twin
 - D. By having their look and dress alike
14. *Jada and I often try to confuse her, but it has never happened* (Paragraph 1). What can be inferred from the sentence?
 - A. The twins never failed to confuse their mother.
 - B. The twins' mother knew which Jada or Jedi was.
 - C. The twins' mother never differentiate Jada from Jedi.
 - D. The twins were naughty since they often confused their mother.

15. What did the teacher ask the twins' mother to do?
- To have the twins have their hair cut
 - To have the twins have a new haircut
 - To ask the twins stop making other people confused
 - To make the twins can be distinguished from each other
16. ... *so that he could tell us apart* (Paragraph 2).
The underlined word refers to
- the twins' friend
 - the twins' father
 - the twins' teacher
 - the twins' neighbour

Questions 17 to 20 are based on Text 5.

Text 5

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. "They look like bees", my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted,

"Come on, Valley School! Come on, the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the "bees" stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, "Hooray!" The score was now 2:1. That was better. Now our team began to play better—or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

The text was taken from: <http://www.education-english.com/2011/12/recount-text-football-match.html>

17. Why did the writer's brother think that their school team' rival like bees?
- Because their jersey's colour looked just like the colour of bees
 - Because they always stayed together with their group
 - Because they played by imitating how bees moved
 - Because they moved very fast
18. *Soon they scored their first goal* (Paragraph 2).
The underlined word refers to
- the bees
 - Valley School
 - the team from the writer's school
 - the rival of the writer's school team

19. Which of the following things that the team of Valley School did not wear?
- A. red and white shirts
 - B. red stockings
 - C. white shorts
 - D. white shoes
20. *In the second half of the match, both teams tried very hard, but neither scored...*(Paragraph 4). According to the sentence, we know that....
- A. both teams got tired
 - B. both teams scored the same
 - C. both teams failed to add more score
 - D. both teams did not try hard enough to score a new goal

Questions 21 to 25 are based on Text 6.

Text 6

Get Lost!

Samantha was walking home from work one day last month when she saw a man who was trying to break into a car. She asked him what he was doing and he told her to "Get lost". Samantha quickly ran to a nearby shop and asked the owner to call the police, which he did immediately. When she went outside again, she saw that both the thief and the car had gone.

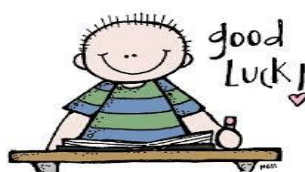
About ten minutes later, a police car stopped outside the shop. A policewoman got out and asked Samantha some questions about the incident. She asked her to give a description for the car and the thief. Samantha said that the car was a dark blue Ford focus with the registration number TR03 RMN8. She said that it had a large scratch on the right hand side. She described the man as tall with short dark hair. She said that he was slim, looked about twenty five years old and was wearing a blue denim jacket and black jeans. The policewoman wrote down everything in a notebook. Samantha felt a little shaken, but was glad to be able to help.

A few days later she found that the thief had been caught in Newcastle and that the car had been returned to its owner undamaged.

The text was adapted from: <http://www.education-english.com/2011/11/recount-text-get-lost.html>

21. What does the text tell about?
- A. A police investigation into a car theft
 - B. A brave girl trying to stop a car theft
 - C. Self-defense against robbery
 - D. Successful a car theft
22. What did the man actually mean by asking Samantha to "*get lost*" (Paragraph 1)?
- A. He asked Samantha to pretend not to see him.
 - B. He asked Samantha to go away from him.
 - C. He asked Samantha to hide somewhere.
 - D. He asked Samantha to save herself.

23. Why did Samantha call the police?
 A. Because a thief stole her car
 B. Because her car was damaged
 C. Because she was threatened by a man
 D. Because someone was trying stole a car
24. *Samantha quickly ran to a nearby shop and asked the owner to call the police, which he did immediately* (Paragraph 1).
 The underlined word refers to
 A. the thief
 B. Samantha
 C. the police
 D. the shop owner
25. The following are characteristics of the thief that Samantha told to the police woman, except....
 A. he was tall and slim
 B. he had short dark hair
 C. he had a large scratch on the right hand
 D. he wore a blue denim jacket and black jeans



ANSWER KEY THE READING COMPREHENSION POST-TEST I

- | | | |
|-------|-------|-------|
| 1. D | 11. A | 21. B |
| 2. C | 12. B | 22. B |
| 3. B | 13. D | 23. D |
| 4. D | 14. C | 24. D |
| 5. B | 15. D | 25. C |
| 6. B | 16. C | |
| 7. C | 17. A | |
| 8. C | 18. D | |
| 9. D | 19. D | |
| 10. D | 20. C | |

Total Answer:

- A: 2
 B: 6
 C: 7
 D: 10

POST-TEST II

This section presents the following information:

- 1. the blueprint of the reading comprehension post-test II,**
- 2. the ITEMAN analysis for the blueprint of the post-test II, and**
- 3. the reading comprehension post-test II.**

**THE BLUEPRINT OF THE READING COMPREHENSION
POST-TEST II**

No.	Aspect	Question No.	Total Question
1.	Finding out the main idea of a text	7, 19, 25	3
2.	Identifying important information in the text	2, 13, 14, 15, 16, 17, 18, 20, 21, 26, 29	11
3.	Deducing the meaning of unfamiliar lexical items	4, 9, 22, 27	4
4.	Understanding references	6, 11, 24, 28,	4
5.	Making inferences	1, 3, 5, 8, 10, 12, 23, 30	8
Total Question			30

READING COMPREHENSION POST-TEST II

Name :	_____
Class :	_____
Date :	_____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 6 are based on Text 1.

Text 1

A GREEN COUPON

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend, Benny. He asked me to accompany him to the bookstore.



Finally, we were out. In the street, I saw a green coupon. Interested in its colour, I took it, then Benny and I read this out. We were fully shocked, it was a receipt of a four night tour to Lombok! The expired date was that day. To our surprise, the name was Benny Irawan and the birth date was exactly the same as the birth date of Benny my friend, and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lying in the warm sun. Moreover, we had a long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

The text was adapted from: English in Focus for Grade VIII Juniof High School (SMP/MTs)

The picture was taken from: <http://www.wikihow.com>

1. How did they respond when they found the coupon a receipt of a four night tour to Lombok?
 - A. Disappointed
 - B. Distressed
 - C. Surprised
 - D. Good
2. Why were the writer and his friend in a hurry to the tour agency?
 - A. Because the our agency asked them to do so
 - B. Because it was the last valid day for the coupon
 - C. Because they wanted to return the coupon to the our agency
 - D. Because they left for Lombok from the office of the our agency
3. On what day did the writer and his friend spend their time in Senggigi Beach?
 - A. Sunday
 - B. Monday
 - C. Tuesday
 - D. Saturday
4. *The expired date was that day* (Paragraph 2).
The underlined word has the closest meaning to....
 - A. valid
 - B. effective
 - C. available
 - D. terminated
5. Which one of the following statements is true based on the text?
 - A. The coupon belonged to the author's friend, Benny.
 - B. The author received a phone call from a tour agency.
 - C. It was the author's name and date of birth written on the coupon.
 - D. The author and his friend happened to find the coupon on their way to the bookstore.
6. *...Benny and I read this out* (Paragraph 2).
The underlined word refers to....
 - A. a recipe
 - B. the phone call
 - C. the green receipt
 - D. the discount book coupon

Questions 7 to 12 are based on Text 2.

Text 2

I really hate flying. Once, something happened to me. When I was on board, the plane started taking on. It seemed that everything was all right. But suddenly I saw smoke coming from the engine of the plane. The engine was on fire and the plane started to rattle. Suddenly the captain said to us in very calm voice. "Ladies and gentlemen, we are having a little problem with one of the engines. There is no need to panic. Keep your seat belts fastened. We are going to return to the airport."



You can imagine how frightened I was, but the crew was fantastic. The flight attendants were really calm and told us not to worry. One of them told me to relax and said that everything would be all right.

A few minutes later, we were coming in to land. The pilot made a smooth landing on the runway. It was over, and we were saved. I took a taxi and went home. From that day on, I decided not to fly anymore.

The text was adapted from: <https://www.sumberbelajar.belajar.kemdikbud.go.id>

The picture was taken from: <http://www.gograph.com/illustration/beautiful-stewardess-gg59323893.html>

7. What is the best title for the above text?
 - A. A crash in the air
 - B. A fantastic aircraft crew
 - C. A fire insident in a flight
 - D. My bad experience getting on a plane

8. The writer did not want to fly anymore because....
 - A. many accidents involving planes happened recently
 - B. his flying experience was so terrifying
 - C. he preferred taking a taxi to a plane
 - D. he wanted to relax during the flight

9. *The engine was on fire and the plane started to rattle (Paragraph 1).*
 The underlined word has the closest meaning to....
 - A. bark
 - B. clatter
 - C. quieten
 - D. explode

10. Paragraph one of the text tells us about....
- how fantastic the aircraft crew was
 - why the writer hated getting on a plane
 - tasks of an aircraft crew during a flight
 - how to deal with an emergency situation in a flight
11. *One of them* told me to relax and said that everything would be all right (Paragraph 2).
The underlined word refers to....
- the pilot captain
 - the aircraft crew members
 - one of the flight attendants
 - another aircraft passenger who sat beside the writer
12. These are true about the writer, except....
- he went home and would try another air flight next time
 - he was one of the save passengers from the accident
 - he flew with fantastic aircraft crew
 - he had a bad flying experience

Questions 13 to 18 are based on Text 3.

Text 3

Fun at the Zoo

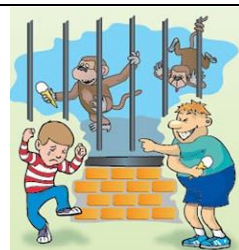
Yesterday, I went to the zoo with my family. It was really fun. We went on a ferry and the water made the boat rock. My little brother said he felt sick, but I didn't. I was looking at the seagulls. When we got to the zoo, there were a lot of people waiting to go inside.

The first animal we saw was a great, big elephant. She was just standing near the fence looking at us. Soon, my little brother said he was hungry so Mum bought us some popcorn.

After that we saw a tiger. He was lying in the long grass. He looked sleepy. Next we looked at the kangaroos. They were sitting in the shade. Some were scratching themselves with their front paws. Then my little brother said he was still hungry so Mum bought us ice cream.

The monkeys were our next destination. They were swinging from tree to tree. They were really loud and very funny. My little brother poked his tongue out at a monkey and it grabbed his ice cream through the cage. My little brother cried and I laughed.

Soon it was time to leave. We went back on a ferry and my little brother felt sick again. I didn't, I was looking at all the boats. I thought it was great fun at the zoo. I wonder what my brother thought.



The text was adapted from:

<http://www.teachersuperstore.com.au/product/comprehension/reading-box-blue/>

13. How did the writer's family get to the zoo?
- A. By car
 - B. By bus
 - C. By boat
 - D. By train
14. During their journey to the zoo, the writer....
- A. felt sick
 - B. wanted to vomit
 - C. took a look at the ferry
 - D. enjoyed watching birds
15. Based on the story above, the right sequence for animals that the writer saw in the zoo is....
- A. seagulls, an elephant, a tiger, kangaroos and monkeys
 - B. seagulls, an elephant, kangaroos and monkeys
 - C. a tiger, an elephant, monkeys and kangaroos
 - D. an elephant, a tiger, kangaroos and monkeys
16. The writer's brother cried when....
- A. he saw monkeys because he was afraid of them
 - B. it was time for him and the witer to go home
 - C. a monkey grabbed his ice cream and ate it
 - D. the writer laughed at him
17. Based on the story, which of the following animals was scratching using their paws when the writer and his brother came to see them?
- A. The tigers
 - B. The monkeys
 - C. The elephants
 - D. The kangaroos
18. Why did the writer's brother feel sick?
- A. Because he was very hungry
 - B. Because the ferry was rocking
 - C. Because the ice cream made him feel sick
 - D. Because he ate too much popcorn and ice cream

Questions 19 to 24 are based on Text 4.

Text 4

The Expiration Date

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.



Soon the bus was noisy with gulping sounds. Everyone was enjoying their own drink. Everyone? Well, no...! I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the cartoon. May 20! Gosh ... that was nearly two months ago. I stood up, cleared my throat and said, "Stop drinking! These soft drinks are already expired. The expiry date was last May." At once almost everyone stopped drinking. Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, "You fool, that's May next year, not May this year!" Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later that the drinks tasted sour because they had a new lime flavor.

The text was taken from: <http://juprimalino.blogspot.com/2013/03/recount-and-descriptive-texts-english.html>

The picture was taken from: http://7summitstravel.com/?page_id=196

19. What is the story about?
 - A. A hot day during a trip back to school
 - B. An experience of drinking expired softdrinks
 - C. The writer's mistake making his friends thirsty
 - D. A trip back from museums and an amusement park
20. Why did not the writer enjoy his softdrink?
 - A. Because he thought the softdrink tasted sour
 - B. Because the softdrink could not satisfy his thirst
 - C. Because he did not like lime-flavoured softdrinks
 - D. Because he had already known that the softdrink had expired
21. Why did everyone stop drinking?
 - A. Because they no longer felt thirsty
 - B. Because they found the softdrink tasted unpleasant
 - C. Because they were told that the softdrinks had expired
 - D. Because they were suspicious of the softdrinks' expiry date

22. *Now everybody gave me a dark look (Paragraph 3).*

What does the underlined phrase mean?

- A. angry
- B. relieved
- C. thankful
- D. disappointed

23. Based on the story above, what can be inferred?

- A. The students could not drink the softdrinks because they were sour.
- B. The softdrinks that the students drank had expired two months ago.
- C. The writer's carelessness made the rest can not drink.
- D. The writer hated lime-flavoured drinks.

24. *Gosh ... that was nearly two months ago (Paragraph 2).*

The underlined word refers to....

- A. that trip which the writer joint
- B. the soft drinks' expiry date
- C. the writer's soft drink
- D. the soft drinks

Questions 25 to 30 are based on Text 5.

Text 5

Going to the Circus

Last Sunday, Jenny went to the circus with Eddy and Willy to spend their school holiday. First, they saw a performance by the seals. The seals balanced themselves on tires and rolled round the ring. A seal balanced on a stool with an umbrella on its nose. After that, the trainer fed them fish.

The next performance was the knife-throwing act. Jenny was afraid to watch it, so she covered her eyes with her hand. Soon after that, it was the lion's act. It was the most exciting performance. The lion jumped through the burning hoops. Everyone held their breath when the lion trainer put his head into the lion's mouth.

Finally, it was the clown's act. Jenny and her brothers liked the clowns' act best. They looked funny with their painted faces and baggy costumes. One of them swung a pail at Jenny. She screamed! Scraps of paper flew out of the pail and audience laughed.

The text was adapted from: <http://englishclinicclub.blogspot.com/2010/02/7-recount-text-quiz.html>

25. What is the text about?

- A. Jenny, Eddy, and Willy spending their school holiday together
- B. Jenny's embarrassing experience watching a circus

- C. Jenny's favourite circus performances
D. Wonderful circus performances
26. What was the last performance that Jenny saw?
A. The best costumes
B. The clown's act
C. The magic pail
D. The lion's ac
27. *The lion jumped through the burning hoops* (Paragraph 2).
The underlined word means
A. metal rings
B. strong cages
C. flat wood boards
D. a newly built den
28. *It was the most exciting performance* (Paragraph 2).
The underlined word refers to....
A. the knife-throwing act and the lion's act
B. the knife-throwing act
C. the lion's act
D. the lion
29. What did one of the clowns do to Jenny?
A. He swung a pail of paper scraps.
B. He clapped his hands.
C. He painted her faces.
D. He laughed at her.
30. Based on the story above, what was the most favourite performance of Jenny's brothers?
A. The lion's act
B. The knife-throwing act
C. The performance by the seals
D. The performance by the clowns



ANSWER KEY
THE BLUEPRINT OF THE READING COMPREHENSION
POST-TEST II

1. C	11. C	21. C
2. B	12. A	22. A
3. B	13. C	23. C
4. A	14. D	24. B
5. D	15. D	25. D
6. B	16. C	26. B
7. D	17. D	27. A
8. B	18. B	28. C
9. B	19. C	29. A
10. B	20. A	30. D

Total Answer:

A: 6

B: 9

C: 8

D: 7

THE ITEMAN ANALYSIS FOR THE BLUEPRINT OF POST-TEST II

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Item analysis for data from file D:\POSTES2.TXT

Page 1

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					B	0.115	-0.264	-0.161					
					C	0.654	0.460	0.357					
					D	0.154	-0.477	-0.313					
					Other	0.000	-9.000	-9.000					
2	0-2	0.577	0.548	0.434	A	0.154	-0.377	-0.248	*				
					B	0.577	0.548	0.434					
					C	0.192	-0.236	-0.164					
					D	0.077	-0.419	-0.227					
					Other	0.000	-9.000	-9.000					
3	0-3	0.654	0.503	0.390	A	0.115	-0.466	-0.284	*				
					B	0.654	0.503	0.390					
					C	0.077	-0.255	-0.138					
					D	0.154	-0.245	-0.161					
					Other	0.000	-9.000	-9.000					
4	0-4	0.538	-0.017	-0.013	A	0.538	-0.017	-0.013	*				
					B	0.115	-0.304	-0.185					
					CHECK THE KEY			C		0.231	0.179	0.129	?
					A was specified, C works better			D		0.115	0.059	0.036	
					Other	0.000	-9.000	-9.000					
5	0-5	0.577	0.628	0.498	A	0.192	-0.524	-0.363	*				
					B	0.115	-0.143	-0.087					
					C	0.115	-0.385	-0.235					
					D	0.577	0.628	0.498					
					Other	0.000	-9.000	-9.000					
6	0-6	0.615	0.585	0.460	A	0.154	-0.410	-0.270	*				
					B	0.115	-0.264	-0.161					
					C	0.615	0.585	0.460					
					D	0.115	-0.385	-0.235					
					Other	0.000	-9.000	-9.000					
7	0-7	0.462	0.452	0.360	A	0.154	-0.311	-0.204	*				
					B	0.154	-0.145	-0.095					
					C	0.231	-0.234	-0.169					
					D	0.462	0.452	0.360					
					Other	0.000	-9.000	-9.000					

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Item analysis for data from file D:\POSTES2.TXT

Page 2

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
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		B was specified, C works better			D	0.154	-0.410	-0.270	
					Other	0.000	-9.000	-9.000	
9	0-9	0.269	0.073	0.054	A	0.231	0.153	0.110	
					B	0.269	0.073	0.054	*
		CHECK THE KEY			C	0.308	0.206	0.157	?
		B was specified, C works better			D	0.192	-0.524	-0.363	
					Other	0.000	-9.000	-9.000	
10	0-10	0.500	0.512	0.408	A	0.192	-0.208	-0.144	
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					C	0.192	-0.524	-0.363	
					D	0.115	-0.022	-0.013	
					Other	0.000	-9.000	-9.000	
11	0-11	0.538	0.557	0.444	A	0.192	-0.380	-0.264	
					B	0.154	-0.311	-0.204	
					C	0.538	0.557	0.444	*
					D	0.115	-0.224	-0.136	
					Other	0.000	-9.000	-9.000	
12	0-12	0.577	0.468	0.371	A	0.577	0.468	0.371	*
					B	0.115	-0.264	-0.161	
					C	0.192	-0.380	-0.264	
					D	0.115	-0.143	-0.087	
					Other	0.000	-9.000	-9.000	
13	0-13	0.615	0.503	0.395	A	0.154	-0.079	-0.052	
					B	0.154	-0.477	-0.313	
					C	0.615	0.503	0.395	*
					D	0.077	-0.419	-0.227	
					Other	0.000	-9.000	-9.000	
14	0-14	0.577	0.448	0.355	A	0.115	-0.304	-0.185	
					B	0.115	-0.143	-0.087	
					C	0.192	-0.323	-0.224	
					D	0.577	0.448	0.355	*
					Other	0.000	-9.000	-9.000	

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Page 3

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					B	0.192	0.137	0.095	
					C	0.154	-0.377	-0.248	
					D	0.500	0.433	0.346	*
					Other	0.000	-9.000	-9.000	
16	0-16	0.462	0.393	0.313	A	0.192	-0.035	-0.025	
					B	0.192	-0.553	-0.383	
					C	0.462	0.393	0.313	*
					D	0.154	0.020	0.013	
					Other	0.000	-9.000	-9.000	
17	0-17	0.577	0.508	0.402	A	0.231	-0.312	-0.225	
					B	0.077	-0.310	-0.168	
					C	0.115	-0.304	-0.185	
					D	0.577	0.508	0.402	*
					Other	0.000	-9.000	-9.000	
18	0-18	0.231	0.179	0.129	A	0.308	-0.040	-0.030	
					B	0.231	0.179	0.129	*
		CHECK THE KEY			C	0.346	-0.375	-0.291	
		B was specified, D works better			D	0.115	0.503	0.306	?
					Other	0.000	-9.000	-9.000	
19	0-19	0.462	-0.023	-0.018	A	0.192	0.194	0.135	
					B	0.269	-0.260	-0.193	
		CHECK THE KEY			C	0.462	-0.023	-0.018	*
		C was specified, D works better			D	0.077	0.289	0.156	?
					Other	0.000	-9.000	-9.000	
20	0-20	0.538	0.636	0.507	A	0.538	0.636	0.507	*
					B	0.077	-0.364	-0.197	
					C	0.154	-0.311	-0.204	
					D	0.231	-0.415	-0.300	
					Other	0.000	-9.000	-9.000	
21	0-21	0.615	0.482	0.379	A	0.077	-0.038	-0.020	
					B	0.231	-0.518	-0.374	
					C	0.615	0.482	0.379	*
					D	0.077	-0.147	-0.079	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file D:\POSTES2.TXT

Page 4

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.500	0.492	0.393	A	0.500	0.492	0.393	*
					B	0.192	-0.351	-0.244	
					C	0.077	-0.419	-0.227	
					D	0.231	-0.131	-0.095	
					Other	0.000	-9.000	-9.000	
23	0-23	0.577	0.508	0.402	A	0.115	-0.062	-0.038	
					B	0.192	-0.466	-0.323	
					C	0.577	0.508	0.402	*
					D	0.115	-0.304	-0.185	
					Other	0.000	-9.000	-9.000	
24	0-24	0.538	0.458	0.365	A	0.115	-0.304	-0.185	
					B	0.538	0.458	0.365	*
					C	0.154	-0.311	-0.204	
					D	0.192	-0.179	-0.124	
					Other	0.000	-9.000	-9.000	
25	0-25	0.615	0.667	0.524	A	0.115	-0.506	-0.308	
					B	0.077	-0.364	-0.197	
					C	0.192	-0.380	-0.264	
					D	0.615	0.667	0.524	*
					Other	0.000	-9.000	-9.000	
26	0-26	0.577	0.488	0.386	A	0.154	-0.178	-0.117	
					B	0.577	0.488	0.386	*
					C	0.192	-0.438	-0.304	
					D	0.077	-0.201	-0.109	
					Other	0.000	-9.000	-9.000	
27	0-27	0.385	0.052	0.041	A	0.385	0.052	0.041	*
					B	0.231	0.075	0.054	
					C	0.192	0.137	0.095	?
					D	0.192	-0.294	-0.204	
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		A was specified, C works better							
28	0-28	0.538	0.557	0.444	A	0.115	-0.547	-0.333	
					B	0.192	-0.409	-0.284	
					C	0.538	0.557	0.444	*
					D	0.154	-0.013	-0.008	
					Other	0.000	-9.000	-9.000	

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Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
29	0-29	0.500	0.433	0.346	A	0.500	0.433	0.346	*
					B	0.115	-0.102	-0.062	
					C	0.154	-0.377	-0.248	
					D	0.231	-0.209	-0.151	
					Other	0.000	-9.000	-9.000	
30	0-30	0.615	0.523	0.411	A	0.154	-0.609	-0.400	*
					B	0.115	-0.304	-0.185	
					C	0.115	0.019	0.011	
					D	0.615	0.523	0.411	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file D:\POSTES2.TXT

Page 6

There were 26 examinees in the data file.

Scale Statistics

Scale:	0

N of Items	30
N of Examinees	26
Mean	15.846
Variance	23.976
Std. Dev.	4.897
Skew	0.470
Kurtosis	-0.890
Minimum	10.000
Maximum	25.000
Median	14.000
Alpha	0.724
SEM	2.572
Mean P	0.528
Mean Item-Tot.	0.332
Mean Biserial	0.420

Based on the analysis using ITEMAN 3.00 above, Post-Test II is then developed. The table below presents the analysis results for items in the blueprint of Post-Test II in terms of *item facility*, *item discrimination*, and *distractor analysis*.

Table 3: **Item Analysis Results for Post-Test II**

Item No.	Item Facility (0.3 – 0.7)	Item Discrimination (≥ 0.25)	Distractor Analysis (chosen minimally by 5% of test takers)	Description
1	Acceptable	Acceptable	All distractors are effective	Accepted
2	Acceptable	Acceptable	All distractors are effective	Accepted
3	Acceptable	Acceptable	All distractors are effective	Accepted
4	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
5	Acceptable	Acceptable	All distractors are effective	Accepted
6	Acceptable	Acceptable	All distractors are effective	Accepted
7	Acceptable	Acceptable	All distractors are effective	Accepted
8	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
9	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
10	Acceptable	Acceptable	All distractors are effective	Accepted
11	Acceptable	Acceptable	All distractors are effective	Accepted
12	Acceptable	Acceptable	All distractors are effective	Accepted
13	Acceptable	Acceptable	All distractors are effective	Accepted
14	Acceptable	Acceptable	All distractors are effective	Accepted
15	Acceptable	Acceptable	All distractors are effective	Accepted
16	Acceptable	Acceptable	All distractors are effective	Accepted
17	Acceptable	Acceptable	All distractors are effective	Accepted
18	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
19	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
20	Acceptable	Acceptable	All distractors are effective	Accepted
21	Acceptable	Acceptable	All distractors are effective	Accepted
22	Acceptable	Acceptable	All distractors are effective	Accepted
23	Acceptable	Acceptable	All distractors are effective	Accepted
24	Acceptable	Acceptable	All distractors are effective	Accepted
25	Acceptable	Acceptable	All distractors are effective	Accepted
26	Acceptable	Acceptable	All distractors are effective	Accepted
27	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
28	Acceptable	Acceptable	All distractors are effective	Accepted
29	Acceptable	Acceptable	All distractors are effective	Accepted
30	Acceptable	Acceptable	All distractors are effective	Accepted

The analysis result in the table above shows that from the total of 30 items in the blueprint of Post-Test II, 1 item are rejected (18), 5 items are accepted with revision (4,8,9,19,27), and 24 items are accepted without revision (1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 28, 29 and 30). However, the total items in Post-Test II were planned to include only 25 items. Therefore, 1 item accepted with revision (item no. 4) and 24 items accepted without revision were finally decided to be included in Post-Test II. The final draft of the Post-Test II is given in the next page.

THE READING COMPREHENSION POST-TEST II

No.	Aspect	Question No.	Total Question
1.	Finding out the main idea of a text	6, 21	2
2.	Identifying important information in the text	2, 11, 12, 13, 14, 15, 16, 17, 22, 24	10
3.	Deducing the meaning of unfamiliar lexical items	9, 18	2
4.	Understanding references	5, 8, 20, 23	4
5.	Making inferences	1, 3, 4, 7, 10, 19, 25	7
Total Question			25

READING COMPREHENSION POST-TEST II

Name :	_____
Class :	_____
Date :	_____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 5 are based on Text 1.

Text 1

A GREEN COUPON

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend, Benny. He asked me to accompany him to the bookstore.



Finally, we were out. In the street, I saw a green coupon. Interested in its colour, I took it, then Benny and I read this out. We were fully shocked, it was a receipt of a four night tour to Lombok! The expired date was that day. To our surprise, the name was Benny Irawan and the birth date was exactly the same as the birth date of Benny my friend, and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lying in the warm sun. Moreover, we had a long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

The text was adapted from: English in Focus for Grade VIII Juniof High School (SMP/MTs)

The picture was taken from: <http://www.wikihow.com>

1. How did they respond when they found the coupon a receipt of a four night tour to Lombok?
 - A. Disappointed
 - B. Distressed
 - C. Surprised
 - D. Good

2. Why were the writer and his friend in a hurry to the tour agency?
 - A. Because the our agency asked them to do so
 - B. Because it was the last valid day for the coupon
 - C. Because they wanted to return the coupon to the our agency
 - D. Because they left for Lombok from the office of the our agency

3. On what day did the writer and his friend spend their time in Senggigi Beach?
 - A. Sunday
 - B. Monday
 - C. Tuesday
 - D. Saturday

4. Which one of the following statements is true based on the text?
 - A. The coupon belonged to the author's friend, Benny.
 - B. The author received a phone call from a tour agency.
 - C. It was the author's name and date of birth written on the coupon.
 - D. The author and his friend happened to find the coupon on their way to the bookstore.

5. ...*Benny and I read this out* (Paragraph 2).
 The underlined word refers to....
 - A. a recipe
 - B. the phone call
 - C. the green receipt
 - D. the discount book coupon

Questions 6 to 10 are based on Text 2.

Text 2

I really hate flying. Once, something happened to me. When I was on board, the plane started taking on. It seemed that everything was all right. But suddenly I saw smoke coming from the engine of the plane. The engine was on fire and the plane started to rattle. Suddenly the captain said to us in very calm voice. "Ladies and gentlemen, we are having a little problem with one of the engines. There is no need to panic. Keep your seat belts fastened. We are going to return to the airport."



You can imagine how frightened I was, but the crew was fantastic. The flight attendants were really calm and told us not to worry. One of them told me to relax and said that everything would be all right.

A few minutes later, we were coming in to land. The pilot made a smooth landing on the runway. It was over, and we were saved. I took a taxi and went home. From that day on, I decided not to fly anymore.

The text was adapted from: <https://www.sumberbelajar.belajar.kemdikbud.go.id>

The picture was taken from: <http://www.gograph.com/illustration/beautiful-stewardess-gg59323893.html>

6. What is the best title for the above text?
 - A. A crash in the air
 - B. A fantastic aircraft crew
 - C. A fire insident in a flight
 - D. My bad experience getting on a plane
7. Paragraph one of the text tells us about....
 - A. how fantastic the aircraft crew was
 - B. why the writer hated getting on a plane
 - C. tasks of an aircraft crew during a flight
 - D. how to deal with an emergency situation in a flight
8. One of them told me to relax and said that everything would be all right (Paragraph 2). The underlined word refers to....
 - A. the pilot captain
 - B. the aircraft crew members
 - C. one of the flight attendants

D. another aircraft passenger who sat beside the writer

9. *You can imagine how frightened I was, but the crew was fantastic* (Paragraph 2).

The underlined word has the closest meaning to....

- A. angry
- B. afraid
- C. nervous
- D. confident

10. These are true about the writer, except....

- A. he went home and would try another air flight next time
- B. he was one of the save passengers from the accident
- C. he flew with fantastic aircraft crew
- D. he had a bad flying experience

Questions 11 to 15 are based on Text 3.

Text 3

Fun at the Zoo

Yesterday, I went to the zoo with my family. It was really fun. We went on a ferry and the water made the boat rock. My little brother said he felt sick, but I didn't. I was looking at the seagulls. When we got to the zoo, there were a lot of people waiting to go inside.



The first animal we saw was a great, big elephant. She was just standing near the fence looking at us. Soon, my little brother said he was hungry so Mum bought us some popcorn.

After that we saw a tiger. He was lying in the long grass. He looked sleepy. Next we looked at the kangaroos. They were sitting in the shade. Some were scratching themselves with their front paws. Then my little brother said he was still hungry so Mum bought us ice cream.

The monkeys were our next destination. They were swinging from tree to tree. They were really loud and very funny. My little brother poked his tongue out at a monkey and it grabbed his ice cream through the cage. My little brother cried and I laughed.

Soon it was time to leave. We went back on a ferry and my little brother felt sick again. I didn't, I was looking at all the boats. I thought it was great fun at the zoo. I wonder what my brother thought.

The text was adapted from:

<http://www.teachersuperstore.com.au/product/comprehension/reading-box-blue/>

11. How did the writer's family get to the zoo?

- A. By car

- B. By bus
C. By boat
D. By train
12. During their journey to the zoo, the writer....
A. felt sick
B. wanted to vomit
C. took a look at the ferry
D. enjoyed watching birds
13. Based on the story above, the right sequence for animals that the writer saw in the zoo is....
A. seagulls, an elephant, a tiger, kangaroos and monkeys
B. seagulls, an elephant, kangaroos and monkeys
C. a tiger, an elephant, monkeys and kangaroos
D. an elephant, a tiger, kangaroos and monkeys
14. The writer's brother cried when....
A. he saw monkeys because he was afraid of them
B. it was time for him and the witer to go home
C. a monkey grabbed his ice cream and ate it
D. the writer laughed at him
15. Based on the story, which of the following animals was scratching using their paws when the writer and his brother came to see them?
A. The tigers
B. The monkeys
C. The elephants
D. The kangaroos

Questions 16 to 20 are based on Text 4.

Text 4

The Expiration Date

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.

Soon the bus was noisy with gulping sounds. Everyone was enjoying their own drink. Everyone? Well, no...! I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the cartoon. May 20! Gosh ... that was nearly two months ago. I stood up, cleared my throat and said, "Stop



drinking! These soft drinks are already expired. The expiry date was last May.” At once almost everyone stopped drinking. Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, “You fool, that’s May next year, not May this year!” Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later that the drinks tasted sour because they had a new lime flavor.

The text was taken from: <http://juprimalino.blogspot.com/2013/03/recount-and-descriptive-texts-english.html>

The picture was taken from: http://7summitstravel.com/?page_id=196

16. Why did not the writer enjoy his softdrink?
 - A. Because he thought the softdrink tasted sour
 - B. Because the softdrink could not satisfy his thirst
 - C. Because he did not like lime-flavoured softdrinks
 - D. Because he had already known that the softdrink had expired

17. Why did everyone stop drinking?
 - A. Because they no longer felt thirsty
 - B. Because they found the softdrink tasted unpleasant
 - C. Because they were told that the softdrinks had expired
 - D. Because they were suspicious of the softdrinks’ expiry date

18. *Now everybody gave me a dark look* (Paragraph 3).
 What does the underlined phrase mean?
 - A. angry
 - B. relieved
 - C. thankful
 - D. disappointed

19. Based on the story above, what can be inferred?
 - A. The students could not drink the softdrinks because they were sour.
 - B. The softdrinks that the students drank had expired two months ago.
 - C. The writer’s carelessness made the rest can not drink.
 - D. The writer hated lime-flavoured drinks.

20. *Gosh ... that was nearly two months ago* (Paragraph 2).
 The underlined word refers to....
 - A. that trip which the writer joint
 - B. the soft drinks’ expiry date
 - C. the writer’s soft drink
 - D. the soft drinks

Questions 21 to 25 are based on Text 5.

Text 5

Going to the Circus

Last Sunday, Jenny went to the circus with Eddy and Willy to spend their school holiday. First, they saw a performance by the seals. The seals balanced themselves on tires and rolled round the ring. A seal balanced on a stool with an umbrella on its nose. After that, the trainer fed them fish.

The next performance was the knife-throwing act. Jenny was afraid to watch it, so she covered her eyes with her hand. Soon after that, it was the lion's act. It was the most exciting performance. The lion jumped through the burning hoops. Everyone held their breath when the lion trainer put his head into the lion's mouth.

Finally, it was the clown's act. Jenny and her brothers liked the clowns' act best. They looked funny with their painted faces and baggy costumes. One of them swung a pail at Jenny. She screamed! Scraps of paper flew out of the pail and audience laughed.

The text was adapted from: <http://englishclinicclub.blogspot.com/2010/02/7-recount-text-quiz.html>

21. What is the text about?
 - A. Jenny, Eddy, and Willy spending their school holiday together
 - B. Jenny's embarrassing experience watching a circus
 - C. Jenny's favourite circus performances
 - D. Wonderful circus performances

22. What was the last performance that Jenny saw?
 - A. The best costumes
 - B. The clown's act
 - C. The magic pail
 - D. The lion's ac

23. *It was the most exciting performance* (Paragraph 2).
The underlined word refers to....
 - A. the knife-throwing act and the lion's act
 - B. the knife-throwing act
 - C. the lion's act
 - D. the lion

24. What did one of the clowns do to Jenny?
 - A. He swung a pail of paper scraps.
 - B. He clapped his hands.
 - C. He painted her faces.

D. He laughed at her.

25. Based on the story above, what was the most favourite performance of Jenny's brothers?

- A. The lion's act
- B. The knife-throwing act
- C. The performance by the seals
- D. The performance by the clowns



ANSWER KEY THE READING COMPREHENSION POST-TEST II

- | | | |
|-------|-------|-------|
| 1. C | 11. C | 21. D |
| 2. B | 12. D | 22. B |
| 3. B | 13. D | 23. C |
| 4. D | 14. C | 24. A |
| 5. B | 15. D | 25. D |
| 6. D | 16. A | |
| 7. B | 17. C | |
| 8. C | 18. A | |
| 9. B | 19. C | |
| 10. A | 20. B | |

Total Answer:

A: 4
B: 7
C: 7
D: 7

APPENDIX G

STUDENTS' READING COMPREHENSION SCORES

STUDENTS' TEST SCORE
CLASS 8 H
SMPN 1 YOGYAKARTA

No.	Name	Score		
		Pre-Test	Post-Test I	Post-Test II
1.	ADI TAMTOMO	60	72	76
2.	ADIMAS BAIHAQI HANI	S	72	84
3.	ADITRA ANANTO PURNAWAN	73.33	80	92
4.	AMALIA NABILAH	46.67	88	76
5.	AMALSYA IKAROHMI	73.33	80	92
6.	ARDHINY SABIKIARA ATISATYA	80	84	88
7.	ARIVA SEPTRIANA BRILANTI	63.33	84	84
8.	DANNY NURAKHMAD	40	72	68
9.	DIMAS ANDRA ADI PRATAMA	53.33	72	76
10.	DODY DWI SETIAWAN	56.67	64	72
11.	DYAH AYU NOOR KHARISMA	40	68	76
12.	EVI SHOLIKHAH AFNUR	63.33	72	84
13.	FATHINA 'AZIZAH	56.67	80	92
14.	FATIMAH ZAHRO MAULIDDIYAH	63.33	84	84
15.	FEMY RAHMA FITRIA	66.67	72	80
16.	FIERA DWI HAPSARI	60	80	88
17.	HANDIKA YOGA WARDHANA	56.67	68	72
18.	HANIF ASHSHIDDIQ	66.67	84	80
19.	LARASATI LINTANG SURATNO	80	68	88
20.	MOHAMMAD AKBAR GHIFARI TUASIKAL	70	72	80
21.	MOHAMMAD FIKRI BASKARA	60	-	76
22.	MUHAMAD ARFIGO GHIFARY	56.67	-	72
23.	MUHAMMAD AKBAR MILIANO H.	36.67	72	76
24.	MUHAMMAD AKHSAN PRIDATAMA	46.67	68	64
25.	MUHAMMAD ARIEF MAULANA AZIZ	60	72	72
26.	MUHAMMAD LUQMAN HAKIM	76.67	68	76
27.	NADIA NAFISA MAHARANI	50	76	80
28.	NURMALITA SETYANINGRUM	80	88	88
29.	SALSABILA PUTRI INDRASWARI	46.67	76	84
30.	SAUSAN ARISTA	70	84	84
31.	SHAFI NABILAH HARUN	63.33	80	80
32.	TASYA NABIELA NOOR HANIN	80	88	96
33.	WIJAKSARA HARYA RUKMANA	60	72	64
34.	ZAHRA CHAIRA HAYU	70	68	80
35.	ZILFA ULINNUHA	60	64	76
Total		2,086.68	2,536	2,800

KKM = 75

1. Pre-Test

Total Test-Takers : 35
Achieving KKM : 5 (14.29%)
Not Achieving KKM : 29
Mean of the Scores : $2,086.68 : 35 = 61.37$

2. Post-Test I

Total Test-Takers : 35
Achieving KKM : 17 (48.57%)
Not Achieving KKM : 18
Mean of the Scores : $2,492 : 35 = 71.20$

3. Post-Test I

Total Test-Takers : 35
Achieving KKM : 27 (77.14%)
Not Achieving KKM : 8
Mean of the Scores : $2,800 : 35 = 80.00$

APPENDIX H

PAIRED-SAMPLES T TEST

ANALYSIS RESULTS

T-TEST PAIRS=x1 WITH x2 (PAIRED)
 /CRITERIA=CI (.9500)
 /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	59,6194	35	15,65034	2,64539
	POST-TEST I	71,2000	35	19,10467	3,22928

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE-TEST & POST-TEST I	35	,126	,470

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST I	-11,58057	23,11903	3,90783	-19,52224	-3,63891	-2,963	34	,006

T-TEST PAIRS=x2 WITH x3 (PAIRED)
 /CRITERIA=CI (.9500)
 /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST-TEST I	71,2000	35	19,10467	3,22928
	POST-TEST II	80,0000	35	7,82154	1,32208

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	POST-TEST I & POST-TEST II	35	,391	,020

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POST-TEST I - POST-TEST II	-8,80000	17,59144	2,97350	-14,84287	-2,75713	-2,959	34	,006

APPENDIX I

COURSE GRIDS

COURSE GRID

School	: SMP Negeri 1 Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Text Type	: Recount Texts
Skill	: Reading
Standard of Competence	: 5. Students are able to understand meaning in functional texts and simple short essays in the forms of <i>recount</i> in order to interact with their surroundings.
Basic Competence	: 5.1. Students are able to read functional texts and simple short essays in the forms of <i>recount</i> aloud and meaningfully using the appropriate pronunciation, stress, and intonation related to their surroundings.

Cycle I

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Learning Resources and Media
Unforgettable Experiences	<ol style="list-style-type: none"> Students know the purpose of recount texts. Students can identify the generic structure of recount texts. Students can identify the language features of recount texts. Students can identify the topic of the recount texts. Students can identify detailed information of the recount texts. 	<ol style="list-style-type: none"> Recount texts: <i>Sixpence Worth of Trouble, My Mother vs A Thief</i> Rhetoric steps of recount texts: A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred. A 	<ol style="list-style-type: none"> Meeting I <ol style="list-style-type: none"> Opening Activities: <ul style="list-style-type: none"> The teacher greets the students. The teacher asks a student to lead a prayer. The teacher checks students' attendance. The teacher starts the lesson. Main Activities: <ul style="list-style-type: none"> BKOF Activity 1 The teacher distributes a lead-in task to the students and has them answer five questions related to the topic of the lesson. Then, the students discuss the answer to the questions together with the teacher. Activity 2 The teacher gives the students a list of words related to the next activity and asks them to find the meanings 	Technique: <i>Written Test</i> Form: <i>Multiple-Choice Test</i>	6 X 40' (3 meetings)	<ol style="list-style-type: none"> Alexander, L.G. 1975. <i>Developing Skills: An Integrated Course for Intermediate Students</i>. Yogyakarta: Penerbit Kanisius Anderson, Mark and Cathy Anderson. 1997. <i>Text Types in English</i>. South Yarra: Macmillan Education Australia Pty Ltd. Hill. L.A. 1994. <i>Stories for</i>

		<p>recount text consists of:</p> <ul style="list-style-type: none"> • an orientation that gives background information about who, what, where and when; • events that retell the events in the order in which they happened; and • a concluding paragraph that may include a personal comment (not always necessary) <p>3. Common language features of recount texts:</p> <ul style="list-style-type: none"> • proper nouns to identify those involved in the text; • descriptive words to give tails about <i>who, what, when, where</i> and how (for example, <i>adverbs</i> and <i>adjectives</i>); • the use of the past tense to retell 	<p>of each word in the dictionary. The students do the task in pairs.</p> <p>Activity 3</p> <p>The teacher divides the students into small groups of four or five and distributes a series of pictures to each group where the groups should arrange the pictures into a good story and answer questions based on the sequence arranged. They will be given a time limit to arrange the picture and discussion with other groups will be held to answer the questions.</p> <p>Activity 4</p> <p>Based on the previous activities done, the teacher draws conclusions related to the lesson that the students will have in the next meeting. The then teacher explains briefly the purpose and the generic structure of recount texts.</p> <p>3. Closing Activities:</p> <ul style="list-style-type: none"> • The teacher asks about the students' difficulties during the teaching and learning process. • The teacher summarizes the lesson. • The teacher asks a student to lead a prayer. • The teacher says good bye. <p>b. Meeting II</p> <p>1. Opening Activities:</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher asks a student to lead a prayer. • The teacher checks students' attendance. 			<p><i>Reading Comprehension</i></p> <p>2.____:</p> <p>Longman</p> <p>4. Priyana, Joko, Arnys R. Irjayanti and Virga Renitasari. 2008.</p> <p><i>Scaffolding: English for Junior High School Students Grade VIII.</i> Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>5. http://www.scholastic.com/raina/smile/index.htm</p> <p>6. a laptop;</p> <p>7. presentation slides;</p> <p>8. pictures related to the texts; and</p> <p>9. student worksheets.</p>
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		<p>the events; and</p> <ul style="list-style-type: none"> • connecting words that show the order of events (for example, <i>first, after that, next, then, finally</i>). 	<ul style="list-style-type: none"> • The teacher starts the lesson. • The teacher reviews materials from the previous meeting. <p>2. Main Activities:</p> <ul style="list-style-type: none"> • MOT <p>Activity 5 The teacher divides the students into small groups of four or five and asks them to sit based on their own group. The teacher gives the students a list of vocabulary related to the next recount text that they are going to discuss and asks them to match each word with their appropriate definition.</p> <p>Activity 6 The teacher demonstrates the use of the technique of Directed Reading-Thinking Activity to the class to help them understand reading texts using a recount text entitled “<i>Sixpence Worth of Trouble</i>” and distributes a Prediction Verification Checklist.</p> <p>Activity 7 Based on the text that the students have in Activity 6, the students then perform another task related to the text.</p> <p>Activity 8 The teacher displays other presentation slides. Then, together with the students, the teacher analyzes the language feature of the recount text that they have in activity 6, especially about the simple past tense.</p> <p>3. Closing Activities:</p> <ul style="list-style-type: none"> • The teacher asks about the 			
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			<p>students' difficulties during the teaching and learning process.</p> <ul style="list-style-type: none"> • The teacher summarizes the lesson. • The teacher asks a student to lead a prayer. • The teacher says good bye. <p>c. Meeting III</p> <p>1. Opening Activities:</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher asks a student to lead a prayer. • The teacher checks students' attendance. • The teacher reviews materials from the previous meeting. <p>2. Main Activities:</p> <ul style="list-style-type: none"> • JCOT <p>Activity 9 The teacher divides the students into small groups of four or five and asks them to sit based on their own group. The teacher gives each group a worksheet to match words with their meaning. Those words are taken from a text that they are going to discuss in the next activity.</p> <p>Activity 10 The teacher tells the students that they are going to have the same activities using the DR-TA technique. Then, the teacher shows the groups presentation slides and distributes a Prediction Verification Checklist to the groups to be filled in the course of the activities. In the end of the activities, the teacher and the students conclude the discussion.</p> <p>Activity 11</p>			
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			<p>The teacher distributes a worksheet that consists of 25 multiple-choice items to the students. To answer the questions, the teacher reminds the students to pay attention to clues such as titles and pictures that the texts contain.</p> <p>1. Closing Activities:</p> <ul style="list-style-type: none"> • The teacher asks a student to lead a prayer. • The teacher says good bye. 			
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School : SMP Negeri 1 Yogyakarta

Subject : English

Grade/Semester : VIII/1

Text Type : Recount Texts

Skill : Reading

Standard of Competence : 5. Students are able to understand meaning in functional texts and simple short essays in the forms of *recount* in order to interact with their surroundings.

Basic Competence : 5.3. Students are able to respond to the meaning and the rhetoric steps of short and simple essays accurately, fluently, and appropriately related to their surroundings in the forms of *recount*.

Cycle II

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Sources
Holidays	<ol style="list-style-type: none"> 1. Students can identify the language features of recount texts; 2. Students can identify the topic of the recount texts; and 3. Students can identify detailed information of the 	<p>1. Recount texts: <i>Visiting Grandma, It's only Me</i></p> <p>2. Rhetoric steps of recount texts: A recount is a piece of text that retells past</p>	<p>a. Meeting I</p> <p>1. Opening Activities:</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher asks a student to lead a prayer. • The teacher checks students' attendance. 	<p>Technique: <i>Written Test</i></p> <p>Form: <i>Multiple-Choice Test</i></p>	6 X 40' (3 meetings)	<ol style="list-style-type: none"> 1. Anderson, Mark and Cathy Anderson. 1997. <i>Text Types in English</i>. South Yarra: Macmillan Education Australia Pty Ltd.

	recount texts.	<p>events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred. A recount text consists of:</p> <ul style="list-style-type: none"> • an orientation that gives background information about who, what, where and when; • events that retell the events in the order in which they happened; and • a concluding paragraph that may include a personal comment (not always necessary) <p>3. Common language features of recount texts:</p> <ul style="list-style-type: none"> • proper nouns to identify those involved in the text; • descriptive words to give tails about <i>who, what, when, where</i> and <i>how</i> (For example <i>adverbs</i> and <i>adjectives</i>); • the use of the past tense to retell the 	<ul style="list-style-type: none"> • The teacher starts the lesson. • The teacher gives the students a lead-in activity <p>2. Main Activities:</p> <ul style="list-style-type: none"> • BKOF <p>Activity 1 The teacher gives the students a lead-in task consisting of five questions and discuss the answer to the questions together with the teacher.</p> <p>Activity 2 The teacher gives the students a list of words related to the next activity and asks them to match each word with its meaning in pairs.</p> <p>Activity 3 The teacher divides the students into small groups of four or five and distributes a series of pictures to each group. Based on the picture sequences, the students have to make predictions to answer some questions that follow.</p> <ul style="list-style-type: none"> • MOT <p>Activity 4 The teacher gives the students a recount text related to the previous activity. Then, the teacher and the students review the accuracy of the predictions</p>			<p>2. Priyana, Joko, Arnys R. Irjayanti and Virga Renitasari. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII</i>. Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>3. http://www.webcomicsnation.com</p> <p>4. a laptop;</p> <p>5. presentation slides;</p> <p>6. pictures related to the texts; and</p> <p>7. student worksheets.</p>
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		<p>events; and</p> <ul style="list-style-type: none"> • connecting words that show the order of events (for example, <i>first</i>, <i>after that</i>, <i>next</i>, <i>then</i>, <i>finally</i>). 	<p>that the students made in Activity 3 with the text.</p> <p>Activity 5</p> <p>The teacher guides the students to identify the social function, the generic structure, and the language features of the text in Activity 4. Then, the teacher gives the students homework related to the language features of the text in Activity 4, especially about <i>connectives</i>.</p> <p>3. Closing Activities:</p> <ul style="list-style-type: none"> • The teacher asks about the students' difficulties during the teaching and learning process. • The teacher summarizes the lesson. • The teacher asks a student to lead a prayer. • The teacher says good bye. <p>b. Meeting II</p> <p>1. Opening Activities:</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher asks a student to lead a prayer. • The teacher checks students' attendance. • The teacher reviews materials from the previous meeting. <p>2. Main Activities:</p>			
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			<p>• JCOT</p> <p>Activity 6 The teacher and the students discuss the homework that the teacher has given the previous meeting.</p> <p>Activity 7 The teacher divides the students into small groups of four or five and asks them to sit based on their own group. The teacher gives each group a worksheet to find the meaning of words in a table. Those words are taken from a text that they are going to discuss in the next activity.</p> <p>Activity 8 The teacher shows the groups presentation slides and tells them that they are going to have a discussion about the content of a recount text entitled '<i>It's Only Me</i>'. Then, the teacher explains the three stages of the discussion, namely predicting the content of the recount text; reading the content of the recount text; and confirming the predictions that have been made. Then, the teacher distributes a Prediction Verification Checklist to the groups to be filled during the discussion process.</p>			
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			<p>Activity 9 The teacher lead the discussion and shows the groups presentation slides. Then, the teacher shows the title of the text (<i>slide 1</i>) and has the groups predict what the text will be about by writing down the prediction on the Prediction Verification Checklist. The teacher guides the prediction making through questions, the title of the text and the picture that the text contains. After that, the teacher asks each group to mention their predictions and write them down on the whiteboard. After that, the teacher asks the groups to read the first part of the text (<i>slide 2</i>). Then, the teacher and the groups decide which predictions are accurate based on the information from the part of the text. This activity continues until the groups finish reading the text. Finally, the teacher and the groups conclude the discussion.</p> <p>3. Closing Activities:</p> <ul style="list-style-type: none"> • The teacher asks about the students' difficulties during the teaching and learning process. • The teacher summarizes the lesson. 			
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			<ul style="list-style-type: none"> • The teacher asks a student to lead a prayer. • The teacher says good bye. <p>c. Meeting III</p> <p>1. Opening Activities:</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher asks a student to lead a prayer. • The teacher checks students' attendance. • The teacher starts the lesson. <p>2. Main Activities:</p> <ul style="list-style-type: none"> • ICOT <p>Activity 10 The teacher asks the students again about the text entitled '<i>It's Only Me</i>' that they have discussed in the previous meeting. As a reinforcement attempt, the teacher gives the students another task related to the text comprehension.</p> <p>Activity 11 The teacher guides the students to identify the language features of the text in Activity 8. Then, the students do the exercise related to the language features of the text in Activity 8, especially about <i>personal pronoun</i>.</p> <p>Activity 12</p>			
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			<p>The teacher distributes a worksheet that consists of 25 multiple-choice items to the students. To answer the questions, the teacher reminds the students to pay attention to clues such as titles and pictures that the texts contain.</p> <p>3. Closing Activities:</p> <ul style="list-style-type: none"> • The teacher asks a student to lead a prayer. • The teacher says good bye. 			
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APPENDIX J

LESSON PLANS

Lesson Plan for Cycle 1

LESSON PLAN

School	: SMP Negeri 1 Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Text Type	: Recount Texts
Topic	: Unforgettable Moments
Skill	: Reading
Time Allocation	: 6 x 40 minutes (3 meetings)

A. Standard of Competence

5. Students are able to understand meaning in functional texts and simple short essays in the forms of *recount* in order to interact with their surroundings.

B. Basic Competence

5.1. Students are able to read functional texts and simple short essays in the forms of *recount* aloud and meaningfully using the appropriate pronunciation, stress, and intonation related to their surroundings.

C. Indicators

1. Students can identify the generic structure of recount texts.
2. Students can identify the language features of recount texts.
3. Students can identify the topic of the recount texts.
4. Students can identify detailed information of the recount texts.

D. Learning Objective

At the end of the lesson, students are able to understand meaning in simple short essays in the forms of *recount* accurately, fluently, and appropriately.

E. Learning Materials (Appendix 1)

F. Teaching Method: Genre-Based Approach (BKOF-MOT-JCOT-ICOT).

G. Teaching and Learning Activities

1. Meeting I

a. Opening Activities (10 minutes):

- The teacher greets the students.
- The teacher asks a student to lead a prayer.
- The teacher checks students' attendance.
- The teacher starts the lesson.

b. Main Activities (60 minutes):

Steps	Activities
Building Knowledge of the Field (BKOF)	<ol style="list-style-type: none"> 1. The teacher distributes a lead-in task to the students (<i>Task 1 of Appendix 2</i>) and has them answer five questions related to the topic of the lesson. Then, the students discuss the answer to the questions together with the teacher (<i>15 minutes</i>). 2. The teacher gives the students a list of words related to the next activity and asks them to find the meanings of each word in the dictionary. The students do the task in pairs (<i>Task 2 of Appendix 2</i>) (<i>10 minutes</i>). 3. The teacher divides the students into small groups of four or five and distributes a series of pictures along with some descriptions of the pictures to each group. Then, the groups should match each picture with the appropriate description and answer questions based on the right sequence of the pictures (<i>Task 3 of Appendix 2</i>). They will be given a time limit to arrange the picture and discussion with other groups will be held to answer the questions (<i>25 minutes</i>). 4. Based on the previous activities done, the teacher draws conclusions related to the lesson that the students will have in the next meeting, i.e. recount texts. The teacher then explains briefly the purpose and the generic structure of recount texts (<i>10 minutes</i>).

c. Closing Activities (10 minutes):

- The teacher asks about the students' difficulties during the teaching and learning process.
- The teacher summarizes the lesson.
- The teacher asks a student to lead a prayer.
- The teacher says good bye.

2. Meeting II

a. Opening Activities (10 minutes):

- The teacher greets the students.
- The teacher asks a student to lead a prayer.
- The teacher checks students' attendance.
- The teacher starts the lesson.
- The teacher reviews materials from the previous meeting.

b. Main Activities (65 minutes):

Steps	Activities
Modelling of the Text (MOT)	5. The teacher divides the students into small groups of four or five and asks them to sit based on their own group. Then, the teacher gives the students a list of

	<p>vocabulary related to the next recount text that they are going to discuss and asks them to match each word with their appropriate definition (Task 4 of Appendix 2) (10 minutes).</p> <p>6. The teacher demonstrates the technique of Directed Reading-Thinking Activity to the class. The technique consists of three steps, namely <i>predicting</i>, <i>reading</i>, and <i>confirming</i>. To do that, firstly, the teacher shows the students presentation slides about a recount text entitled “<i>Sixpence Worth of Trouble</i>” (Task 5 of Appendix 2) and distributes a Prediction Verification Checklist ”(Task 6 of Appendix 2). The text has been divided into some sections. Before reading each one section, the teacher has the groups predict what the section will be about and write down the prediction on the Prediction Verification Checklist. After that, the students read the section and, together with the teacher, decide which predictions are accurate. This activity continues until the class finish reading the whole sections of the text. Finally, the teacher and the class conclude the discussion (25 minutes).</p> <p>7. As a reinforcement activity, the students then perform another task (Task 7 of Appendix 2) related to the text that the students have in Task 5 of Activity 6 (15 minutes).</p> <p>8. The teacher displays other presentation slides (Appendix 1). Then, together with the students, the teacher analyzes the language feature of the recount text that they have in activity 6, especially about the simple past tense (Task 8 of Appendix 2) (15 minutes).</p>
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c. Closing Activities (5 minutes):

- The teacher asks about the students’ difficulties during the teaching and learning process.
- The teacher asks a student to lead a prayer.
- The teacher says good bye.

3. Meeting III

a. Opening Activities (10 minutes):

- The teacher greets the students.
- The teacher asks a student to lead a prayer.
- The teacher checks students’ attendance.
- The teacher reviews materials from the previous meeting.

b. Main Activities (65 minutes):

Steps	Activities
Joint Construction of the Text (JCOT)	9. The teacher divides the students into small groups of four or five and asks them to sit based on their own group. Then, the teacher gives each group a worksheet (<i>Task 9 of Appendix 2</i>) to match words with their meaning. Those words are taken from a text that they are going to discuss in the next activity (10 minutes). 10. The teacher tells the students that they are going to have the same activities using the DR-TA technique. Then, the teacher shows the groups presentation slides (<i>Task 10 of Appendix 2</i>) and distributes a Prediction Verification Checklist (<i>Task 11 of Appendix 2</i>) to the groups to be filled in the course of the activities. In the end of the activities, the teacher and the students conclude the discussion (25 minutes).
Independent Construction of the Text (ICOT)	11. The teacher distributes a worksheet that consists of 25 multiple-choice items to the students (<i>Appendix 3</i>). To answer the questions, the teacher reminds the students to pay attention to clues such as titles and pictures that the texts contain (30 minutes).

c. Closing Activities (5 minutes):

- The teacher asks a student to lead a prayer.
- The teacher says good bye.

H. Material Resources

1. Alexander, L.G. 1975. *Developing Skills: An Integrated Course for Intermediate Students*. Yogyakarta: Penerbit Kanisius
2. Anderson, Mark and Cathy Anderson. 1997. *Text Types in English*. South Yarra: Macmillan Education Australia Pty Ltd.
3. Hill, L.A. 1994. *Stories for Reading Comprehension 2*. _____: Longman
4. Priyana, Joko, Arnys R. Irjayanti and Virga Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Pusat Perbukuan Departemen Pendidikan Nasional.
5. <http://www.scholastic.com/raina/smile/index.htm>

I. Media

The media to be used consist of:

- a laptop;
- presentation slides;
- pictures related to the texts; and
- student worksheets.

J. Assessment

- Technique : Written Test
- Form : Multiple-Choice Test that consists of 30 items

K. Assessment Rubric

- **Scoring**

No.	Criteria	Score
1.	Answering an item correctly	4
2.	Answering an item wrongly	0

- **Maximum Score** : 100

- **Score** : The Number of Correct Answers x 4

Yogyakarta, _____

Approved by
English Teacher

Researcher

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APPENDICES

Appendix 1: Learning Materials

1. Recount Texts:

Sixpence Worth of Trouble	Title
<p>Children always appreciate small gifts of money. For some children, if sixpences are not exchanged for sweets, they rattle for months inside money-boxes. My nephew, George, has a money-box but it is always empty. Very few of the sixpences I have given him have found their way there. I gave him sixpence yesterday and advised him to save it. But, he bought himself sixpence worth of trouble.</p>	Orientation
<p>On his way to the sweet shop, George dropped his sixpence and it rolled along the pavement and then disappeared down a drain. George took off his jacket, rolled up his sleeves and pushed his right arm through the drain cover. He could not find his sixpence anywhere, and what was more, he could not get his arm out. A crowd of people gathered round him. A lady rubbed his arm with soap and butter, but George's arm firmly stuck. The fire-brigade came and two firemen finally freed George after they rubbed his arm with oil. George was not very upset by his experience because the lady who owned the sweet shop heard about his troubles and gave him a large box of chocolates.</p> <p>(The text was adapted from: Alexander, L.G. 1975. <i>Developing Skills: An Integrated Course for Intermediate Students</i>. Yogyakarta: Penerbit Kanisius)</p>	Events

2. Rhetoric Steps of Recount Texts:

<p>A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred. A recount text consists of:</p> <ol style="list-style-type: none"> a. an orientation that gives background information about who, what, where and when; b. events that retell the events in the order in which they happened; and c. a concluding paragraph that may include a personal comment (not always necessary).
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3. Common Language Features of Recount Texts:

<ol style="list-style-type: none"> a. proper nouns to identify those involved in the text; b. descriptive words to give tails about <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i> and how (for example, <i>adverbs</i> and <i>adjectives</i>); c. the use of the past tense to retell the events; and d. connecting words that show the order of events (for example, <i>first</i>, <i>after that</i>, <i>next</i>, <i>then</i>, <i>finally</i>).
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Appendix 2: Tasks

Task 1

Answer the following questions. Share your answers with your tablemate.

1. Think about an unforgettable event that you have experience recently. What event is that?
2. When did it happen?
3. Why did it happen?
4. How do you feel about the event? (happy, embarrassed, sad, regretful and so forth)
5. Why do you feel so?

Task 2

In pairs, find the meaning of the following words in the dictionary.

No.	English	Indonesian
1.	braces (kb)
2.	drop off (kt)
3.	fake (ks)
4.	mold (kb)
5.	porch (kb)

Task 3

Look at the following series of pictures and the descriptions in the table below. Then, match each picture with the appropriate description in a group of four or five. After that, answer the questions that follow.

a

BRACES? EH, IT'S NOT SO BAD. I HEAR THEY HURT.

AN? EVERYONE CALLS YOU "BRACE-FACE."

YEAH, BUT I'LL HAVE A BEAUTIFUL SMILE WHEN I'M DONE.

READY FOR SNACKS, GIRLS?

YEAH!

ALL RIGHT!!

THERE'S COOKIES FOR ALL YOU GUYS, AND I HAVE SOME APPLE SAUCE FOR YOU, JENNY.

b

AN HOUR LATER ...AND AT OUR NEXT MEETING, WE'LL BE MAKING EASTER BASKETS! SEE YOU THEN!

BYE!

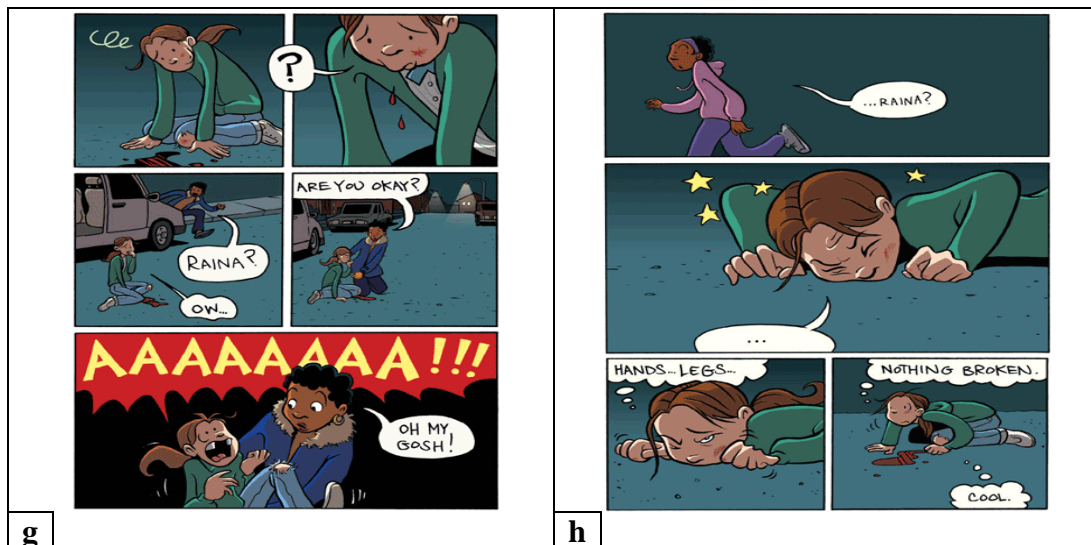
IS IT OKAY IF I DROP YOU OFF FIRST, RAINA?

SURE.

KELLI, YOU AND MELISSA WALK RAINA TO HER PORCH, OKAY?

RACE YOU GUYS!!





(Pictured are taken from: <http://www.scholastic.com/raina/smile/index.htm>)

....	One afternoon, Raina had a lunch with her school friend. One of her friends used braces. Raina and her other friends felt curious about how it felt to wear braces.
....	Raina and her friends, Kelli and Melissa were on the way home after joining a course. Kelli's mother gave the girls a ride. The car stopped near Raina's house. Then, Kelli's mother asked Kelli and Melissa to walk Raina to her porch.
....	Raina, Kelli and Marissa had a race to arrive at Raina's porch. Raina was in the last. She tried to chase Kelli.
....	Raina tried to chase Kelli. Unfortunately, she missed her and fell to the ground.
....	Raina fell and she was curious if she was seriously injured or not.
....	After they saw her falling, everyone came closer to Raina and asked if she was alright or not.
....	Finally, Raina realized that she lost two of her front teeth.

....	Then, mother took Raina to a dentist to help repair Raina's teeth.
....	Finally, Raina's teeth were back. She smilingly showed her new teeth to her friends. But, her new teeth suddenly feel out. Everyone was shocked.

Questions:

1. To make a good story, what is the right order for the pictures above?
2. Based on the right order that you have arranged, what do you think the story is about?
3. Which part do you think is the most interesting?
4. What is the best title for the story above?

Task 4

In a group of four or five, match the following words with their meanings.

No.	English	Definition
1.	drain (<i>kb</i>)	to fall or to allow something to fall
2.	drop (<i>kki/kkt</i>)	to make loose someone or something that is trapped
3.	free (<i>kkt</i>)	an opening in the road which rain water can flow down
4.	firmlly (<i>kk</i>)	to remove something, especially clothes
5.	pavement (<i>kb</i>)	a path with a hard surface on one or both sides of a road, that people walk on
6.	push (<i>kkt</i>)	worried, unhappy or angry
7.	roll (<i>kki/kkt</i>)	to press against something with a circular or up and down repeated movement
8.	rub (<i>kkt</i>)	to move somewhere by turning over and over or from side to side
9.	take off (<i>kkt</i>)	move with force
10.	upset (<i>ks</i>)	strongly

Task 5

Look at the following slides that your teacher are going to show you and listen to the instruction that your teacher gives. Then, fill the Prediction Verification Checklist in Task 6. Use predictions to answer the questions. Work in a group of four or five.

Slide 1

Part 1: Predicting

“Sixpence Worth of Trouble”



1. According to the title of the text above, what do you think the story will be about?

Part 2: Reading

Read the first part of the text below.

Children always appreciate small gifts of money. For some children, if sixpences are not exchanged for sweets, they rattle for months inside money-boxes. My nephew, George, has a money-box but it is always empty. I gave him sixpence yesterday and advised him to save it. But, he bought himself sixpence worth of trouble.

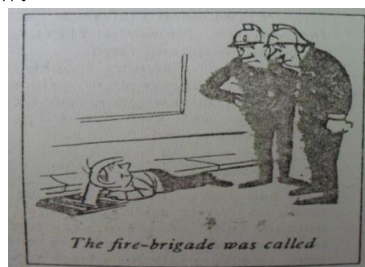
Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 2

Part 1: Predicting

Look at the picture below.



1. Who do you think the little boy is?

2. What was the boy doing?

Part 2: Reading

Read the second part of the text below.

On his way to the sweet shop, George dropped his sixpence and it rolled along the pavement and then disappeared down a drain. George took off his jacket, rolled up his sleeves and pushed his right arm through the drain cover.

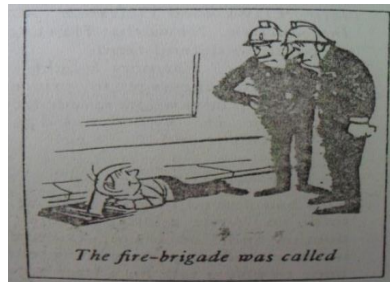
Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 3

Part 1: Predicting

Look at the picture again.



1. Would George be able to take his money back?

Part 2: Reading

Read the fourth part of the text below.

He could not find his sixpence anywhere, and what was more, he could not get his arm out. A crowd of people gathered round him.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 4

Part 1: Predicting

Look at the picture again.



1. What would the men possibly do? Would they arrest George because he made a mess? Or would they help George?

Part 2: Reading

A lady rubbed his arm with soap and butter, but George was firmly stuck. The fire-brigade was called and two firemen finally freed George after they rubbed his arm with oil.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 5:

Part 1: Predicting

1. Do you think George would be upset after failing taking back his money?

Part 2: Reading

Read the first part of the text below.

George was not very upset by his experience because the lady who owned the sweet shop heard about his troubles and gave him a large box of chocolates.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

(The text was adapted from: Alexander, L.G. 1975. *Developing Skills: An Integrated Course for Intermediate Students*. Yogyakarta: Penerbit Kanisius)

Task 6

Before reading the text in Task 5, record your predictions about the content of the text in this Prediction Verification Checklist. After you read, put a thick (✓) in the appropriate column to indicate if the prediction was *Accurate*, *Less Accurate* or *Inaccurate*. Work in a group of four or five.

Group Members :

Text Title : “Sixpence Worth of Trouble”

Prediction Verification Checklist

No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	1. According to the title of the text above, what do you think the story will be about? Prediction: Correction after Prediction:			
2.	Look at the picture on the slide. 1. Who do you think the little boy is? 2. What was the boy doing? Prediction: Correction after Prediction:			
3.	Look at the picture again. 1. Would George be able to take his money back? Prediction:			

and gave him with a large box of chocolates.

Questions:

1. What is the text about?
2. *On his way to the sweet shop, he dropped his sixpence and it rolled along the pavement and then disappeared down a drain* (paragraph 2).
What do the underlined words refer to?
He refers to
It refers to
3. How much money did the writer give to George?
4. ... *but George was firmly stuck* (paragraph 2). Which of the following words has the closest meaning to the underlined word?
 - a. trapped
 - b. free
 - c. painful
 - d. move
5. Where would George go when he lost his money?
6. What happened to George at that time that made many people gather round him?
7. What made George not very upset although he could not find his money?

Task 8

Study the following rule. Then, do the exercise that follow.

Past Tense

Tense is the time that the action takes place in the text. It can be in the past (*already happened*), in the present (*is happening now*) or in the future (*will happen later*). The verbs show the tense of the text. Recounts use the past tense. The past tense is used to express something that happened in the past. Here is the pattern:

S + V₂ + (O) + (Adv.)

Examples:

- *I gave him sixpence yesterday....*
- *George was firmly stuck.*

Verbs that show the past tense usually end in *-ed*, for example:

- *advise - advised*
- *drop - dropped*
- *disappear - disappeared*

Other verbs change their form, for example:

- *give-gave*
- *buy-bought*
- *take off-took off*

Usually, the following adverbs of time are used in the past tense such as:

- *yesterday;*
- *last week;*
- *last;*
- *two days ago; and*
- *... ago.*

Now, complete the following sentence by changing the verb in the bracket into the right form. Pay attention to the adverb of time that each sentence has.

1. Mack, Jenny, and Javier (**walk**) their dog last Saturday.
2. When he (**be**) a kid, Ivan did not spend time with his friends.
3. We (**exercise**) on the treadmill last night.
4. I (**cut**) the watermelon yesterday.
5. The Johnson family (**fly**) in a plane last week. They (**go**) to Raja Ampat to have holidays.
6. We (**spend**) a lot of money on vacation last summer.
7. Teddy and Peter (**be**) tired yesterday. They had a long trip to Jakarta by motorcycle two days ago.

Task 9

In small groups of four or five, match the words in box A to their meaning in box B. Look at the example.

A		B
appear (<i>kki</i>)		to fasten something with nails
consciousness (<i>kb</i>)		at night
ill (<i>ks</i>)		as soon as
immediately (<i>kk</i>)		without making much noise
late (<i>kk</i>)		a person who steals
nail (<i>kkt</i>)		not feeling well
noise (<i>kb</i>)		Sound
quietly (<i>kk</i>)		the state of understanding and realising something
thief (<i>kb</i>)		to become noticeable

Task 10

Look at the following slides that your teacher are going to show you and listen to the instruction that your teacher gives. Then, fill the Prediction Verification Checklist in Task 11. Use predictions to answer the questions. Work in a group of four or five.

Slide 1:

Part 1: Predicting

“My Mother Vs A Thief”

1. According to the title of the text above, what do you think the story will be about?

Part 2: Reading

Read the first part of the text below.

After my father died, my mother lived alone in their small house. She was very old. I lived with my wife and child in another street. I often said to my mother, “You must come and live with us,” but she always answered, “No, I’m very happy in my little house, and I don’t want to leave it.” At eight o’clock one morning my mother telephoned me and said, “Please come to my house.” Then she put the phone down.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 2

Part 1: Predicting

1. In your opinion, what made the Mother phoned her son (the writer)?
2. Look at the picture below.



Who is possibly the man in the picture? What was he doing?

Part 2: Reading

Read the second part of the text below.

My wife said, "Who was that?"

"It was Mother," I answered

"What did she want?"

"She wants me. Perhaps she's ill. I'll take the car and go to work from her house." I took the car out and drove to my mother's house quickly.

When my mother opened the door, I said, "What's the matter, Mother?"

"Come in," she answered. "There's a thief in one of my cupboards."

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 3

Part 1: Predicting

1. Look at the picture on Slide 2 again.
What do you think would happen between the Mother and the thief?
2. Would the thief do something bad to the Mother?

Part 2: Reading

Read the third part of the text below.

"A thief in one of your cupboards?" I said. "When did you find him?"

"I heard noises in a cupboard yesterday evening," she answered.

"Which one?" I asked quietly. We were in the dining room that time.

"That one," my mother answered.

"Why didn't you telephone me then?" I asked.

"Because it was late, and I didn't want to trouble you," she answered.

"But the thief hasn't stayed in the cupboard all night, has he?" I asked.

"Oh, yes, he has," my mother told me. "I nailed the door up, and then I went to bed."

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 4

Part 1: Predicting

1. What would the writer possibly do?
2. What possibly happened to the thief?

Part 2: Reading

Read the fourth part of the text below.

I immediately called the police and told them the story. I hoped the police come soon because I was a bit worried with the thief. When the police come, my mother showed them the cupboard where she locked the thief. When the police opened the cupboard, a weak man appeared. He almost lost his consciousness. The police then brought the poor thief to the office for investigation.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

(The text was adapted from: Hill. L.A. 1994. *Stories for Reading Comprehension* 2._____: Longman)

Task 11

Before reading the text in Task 10, record your predictions about the content of the text in this Prediction Verification Checklist. After you read, put a thick (✓) in the appropriate column to indicate if the prediction was *Accurate*, *Less Accurate* or *Inaccurate*. Work in a group of four or five.

Group Members :

Text Title : “My Mother Vs A Thief”

Prediction Verification Checklist

No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	1. According to the title of the text above, what do you think the story will be about? Prediction:			

Appendix 3:

READING COMPREHENSION TEST

Name :	_____
Class :	_____
Date :	_____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 4 are based on Text 1.

Text 1

A Terrible Day

Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time.

First, it was really fun until I kicked the ball too strong, so the ball led into a window and I broke the window. When we wanted to run away, suddenly we all heard a loud voice. After that, the owner of the house came from the fence of the house and shouted on us. We were very afraid, but we didn't know what to do.

Then, one of my cousins told us to run. We all ran. Suddenly, we heard a bark sound. Then we knew that the owner of the house let his dog to chase us. We were struggling to run as fast as we could. But, I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house.

My cousins took me to the doctor and told my parents. Finally the doctor said that I was exposed to rabies. Then I was hospitalized for more than one week.

The text was adapted from: http://ridhakd.blogspot.com/2013/05/lit_26.html

1. How did the owner of the house react to the trouble that the writer and the writer's cousins had made?
 - A. He told the kids not to play in front of his house.
 - B. He asked the kids to be responsible.
 - C. He punished the kids.
 - D. He got angry.
2. Why was the writer hospitalized for more than a week?
 - A. Because the writer fell down
 - B. Because the writer's leg was hurt
 - C. Because the writer was bitten by a dog
 - D. Because the writer felt tired of playing football
3. *But, I fell down so the dog managed to catch me and bite my leg* (Paragraph 3). The underlined word has the closest meaning to....
 - A. run after
 - B. succeed

- C. stop
 - D. fail
4. Based on the text above, which one of the following statements is correct?
- A. The kids broke the window when they were playing volleyball.
 - B. The dog escaped from its owner and ran after the kids.
 - C. The writer's cousin developed rabies after the dog bit.
 - D. The dog caught the writer and bite the writer's leg.

Questions 5 to 8 are based on Text 2.

Text 2

Thursday, 14 June 2012

On Tuesday, 12 June 2012, I woke up at six o'clock and no wonder, it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer, and went to the dining room, where I received a warm welcome from Moortje (the cat).

Soon after seven I went to Mummy and Daddy. Then, I went to the sitting room to undo my presents. On the table there were a bunch of roses, a plant, and some peonies, and more arrived during the day.

I got masses of things from Mummy and Daddy, and was thoroughly spoiled by various friends. Among other things I was given *Camera Obscura*, a party game, lots of sweets, chocolates, a puzzle, a brooch, *Tales and Legends of the Netherlands* by Joseph Cohen, *Daisy's Mountain Holiday* (a terrific book) and some money.

Then, Lies called for me and we went to school. During recess I treated everyone to sweet biscuits, and then we had to go back to our lessons.

Now I must stop. Bye-bye, we're going to be great pals!

The text was adapted from: <http://www.pdst.ie/node/591>

5. What is the text about?
- A. A generous girl
 - B. The writer's birthday
 - C. The writer and her diary
 - D. Birthday habits in the writer's family
6. When did the writer write the text?
- A. On Tuesday
 - B. On Thursday
 - C. On Wednesday
 - D. On the writer's birthday
7. How did the writer eat all the food she had?
- A. She ate it all by herself.

- B. She ate it together with Lies.
 - C. She shared it with her school friends.
 - D. She enjoyed it with her Dad, Mom, Liez and school friends.
8. Based on the text, who is going to be the writer's great pal?
- A. Lies
 - B. Moortje
 - C. The diary
 - D. The writer's school friends

Questions 9 to 12 are based on Text 3.

Text 3

The Flood

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. After the test try out ended, one of my schoolmates, Rini, asked me to accompany her to the bus stop. When we arrived there, suddenly a heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus.

It was still raining when I was home. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoping that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned.

The next day, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. However, I thanked God for not allowing the flood to enter my house. Even the front yard of my house had been changed into an emergency kitchen. It was so crowded there. My father and I took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea.

Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

The text was adapted from: <http://mediaku.me/kumpulan-contoh-recount-text-terbaru/>

9. What does the text talk about?
- A. Concern of the writer's family members for Flood victims
 - B. A heavy rainfall that caused flood in Purwodadi
 - C. A disaster due to humans' mistake
 - D. Flood because of a heavy rain
10. According to the story, what had caused the flood to come?
- A. Rubbish

- B. Humans' mistake
 - C. A river that overflowed
 - D. A long and heavy rainfall
11. According to the story, what made the activities in Purwodadi paralyzed?
- A. The flood
 - B. Christmas holidays
 - C. A heavy rain that kept on falling since the last day
 - D. Because the society was busy cleaning their house after the flood
12. *In the middle of the night, I got news that South Purwodadi had been drowned (Paragraph 2).*
The underlined word has the closest meaning to....
- A. died
 - B. sunk
 - C. hidden
 - D. paralyzed

Questions 13 to 16 are based on Text 4.

Text 4

Jedi and Jada

Hi, I'm Jedi. I have a twin sister, named Jada. We were born on 5 August 1992. We are in the eighth grade now. Jada and I do everything together. We are in the same class. We dress alike. We look the same. We always get other people confused. This really makes Jada and me laugh. Teachers and friends always get us mixed up at school. Even our father has trouble telling us apart. But, our mother doesn't. Jada and I often try to confuse her, but it has never happened.

One day, our teacher met our mother. He told her to get one of us a different haircut, so that he could tell us apart. Jada and I were horrified. We didn't want to look different. We liked looking the same.

Our mother came to the rescue, and refused to make us cut our hair. We were happy. Our dad just shook his head. He would have to stay confused. Jada and I didn't care. We knew which one was which, and that was all that mattered.

The text was adapted from: <http://sis1dy.wordpress.com/2010/04/25/recount/>

13. How do Jedi and Jada make other people confused?
- A. Because they are twins
 - B. Because they are naughty
 - C. By pretending to be their twin
 - D. By having their look and dress alike
14. *Jada and I often try to confuse her, but it has never happened (Paragraph 1).*
What can be inferred from the sentence?
- A. The twins never failed to confuse their mother.

- B. The twins' mother knew which Jada or Jedi was.
 - C. The twins' mother never differentiate Jada from Jedi.
 - D. The twins were naughty since they often confused their mother.
15. What did the teacher ask the twins' mother to do?
- A. To have the twins have their hair cut
 - B. To have the twins have a new haircut
 - C. To ask the twins stop making other people confused
 - D. To make the twins can be distinguished from each other
16. ... so that he could tell us apart (Paragraph 2).
The underlined word refers to
- A. the twins' friend
 - B. the twins' father
 - C. the twins' teacher
 - D. the twins' neighbour

Questions 17 to 20 are based on Text 5.

Text 5

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. "They look like bees", my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted,

"Come on, Valley School! Come on, the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the "bees" stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, "Hooray!" The score was now 2:1. That was better. Now our team began to play better—or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

The text was taken from: <http://www.education-english.com/2011/12/recount-text-football-match.html>

17. Why did the writer's brother think that their school team' rival like bees?
- A. Because their jersey's colour looked just like the colour of bees
 - B. Because they always stayed together with their group
 - C. Because they played by imitating how bees moved

- D. Because they moved very fast
18. *Soon they scored their first goal* (Paragraph 2).
The underlined word refers to
A. the bees
B. Valley School
C. the team from the writer's school
D. the rival of the writer's school team
19. Which of the following things that the team of Valley School did not wear?
A. red and white shirts
B. red stockings
C. white shorts
D. white shoes
20. *In the second half of the match, both teams tried very hard, but neither scored...*(Paragraph 4).
According to the sentence, we know that....
A. both teams got tired
B. both teams scored the same
C. both teams failed to add more score
D. both teams did not try hard enough to score a new goal

Questions 21 to 25 are based on Text 6.

Text 6

Get Lost!

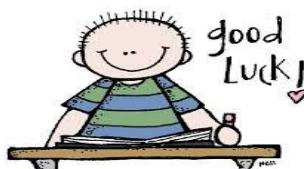
Samantha was walking home from work one day last month when she saw a man who was trying to break into a car. She asked him what he was doing and he told her to "Get lost". Samantha quickly ran to a nearby shop and asked the owner to call the police, which he did immediately. When she went outside again, she saw that both the thief and the car had gone.

About ten minutes later, a police car stopped outside the shop. A policewoman got out and asked Samantha some questions about the incident. She asked her to give a description for the car and the thief. Samantha said that the car was a dark blue Ford focus with the registration number TR03 RMN8. She said that it had a large scratch on the right hand side. She described the man as tall with short dark hair. She said that he was slim, looked about twenty five years old and was wearing a blue denim jacket and black jeans. The policewoman wrote down everything in a notebook. Samantha felt a little shaken, but was glad to be able to help.

A few days later she found that the thief had been caught in Newcastle and that the car had been returned to its owner undamaged.

The text was adapted from: <http://www.education-english.com/2011/11/recount-text-get-lost.html>

21. What does the text tell about?
- A. A police investigation into a car theft
 - B. A brave girl trying to stop a car theft
 - C. Self-defense against robbery
 - D. Successful a car theft
22. What did the man actually mean by asking Samantha to “*get lost*” (Paragraph 1)?
- A. He asked Samantha to pretend not to see him.
 - B. He asked Samantha to go away from him.
 - C. He asked Samantha to hide somewhere.
 - D. He asked Samantha to save herself.
23. Why did Samantha call the police?
- A. Because a thief stole her car
 - B. Because her car was damaged
 - C. Because she was threatened by a man
 - D. Because someone was trying stole a car
24. *Samantha quickly ran to a nearby shop and asked the owner to call the police, which he did immediately* (Paragraph 1).
The underlined word refers to
- A. the thief
 - B. Samantha
 - C. the police
 - D. the shop owner
25. The following are characteristics of the thief that Samantha told to the police woman, except....
- A. he was tall and slim
 - B. he had short dark hair
 - C. he had a large scratch on the right hand
 - D. he wore a blue denim jacket and black jeans



ANSWER KEY
THE READING COMPREHENSION POST-TEST I

- | | | |
|-------|-------|-------|
| 1. D | 11. A | 21. B |
| 2. C | 12. B | 22. B |
| 3. B | 13. D | 23. D |
| 4. D | 14. C | 24. D |
| 5. B | 15. D | 25. C |
| 6. B | 16. C | |
| 7. C | 17. A | |
| 8. C | 18. D | |
| 9. D | 19. D | |
| 10. D | 20. C | |

Total Answer:

A: 2
B: 6
C: 7
D: 10

Lesson Plan for Cycle 2

LESSON PLAN

School	: SMP Negeri 1 Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Text Type	: Recount Texts
Topic	: Holidays
Skill	: Reading
Time Allocation	: 6 x 40 minutes (3 meetings)

A. Standard of Competence

5. Students are able to understand meaning in functional texts and simple short essays in the forms of *recount* in order to interact with their surroundings.

B. Basic Competence

5.3. Students are able to respond to the meaning and the rhetoric steps of short and simple essays accurately, fluently, and appropriately related to their surroundings in the forms of *recount*.

C. Indicators

At the end of the lesson, students are able to understand meaning in simple short essays in the forms of *recount* accurately, fluently, and appropriately.

D. Learning Objective

1. Students can identify the language features of recount texts.
2. Students can identify the topic of the recount texts.
3. Students can identify detailed information of the recount texts.

E. Learning Materials (Appendix 1)

F. Teaching Method: Genre-Based Approach (BKOF-MOT-JCOT-ICOT).

G. Teaching and Learning Activities

1. Meeting I

a. Opening Activities (5 minutes):

- The teacher greets the students.
- The teacher asks a student to lead a prayer.
- The teacher checks students' attendance.
- The teacher starts the lesson.

b. Main Activities (65 minutes):

Steps	Activities
Building Knowledge of the Field (BKOF)	<ol style="list-style-type: none"> 1. The teacher gives the class a lead-in task consisting of five open-ended questions (<i>Task 1 of Appendix 2</i>). Then, all the class members together with the teacher discuss the answer to the questions (10 minutes). 2. The teacher gives the students a list of words related to the next activity and asks them to match each word with its meaning in pairs. (<i>Task 2 of Appendix 2</i>) (15 minutes). 3. The teacher divides the students into small groups of four or five and distributes a series of pictures to each group. Based on the picture sequences, the students have to make predictions to answer some questions that follow (<i>Task 3 of Appendix 2</i>) (15 minutes).
Modelling of the Text (MOT)	<ol style="list-style-type: none"> 4. The teacher gives the students a recount text related to the previous activity (<i>Task 4 of Appendix 2</i>). Then, the teacher and the students review the accuracy of the predictions that the students made in Activity 3 with the text (15 minutes). 5. The teacher guides the students to identify the social function, the generic structure, and the language features of the text in Activity 4 (<i>Appendix 1</i>). Then, the teacher gives the students homework (<i>Task 5 of Appendix 2</i>) related to the language features of the text in Activity 4, especially about <i>connectives</i> (10 minutes).

c. Closing Activities (10 minutes):

- The teacher asks about the students' difficulties during the teaching and learning process.
- The teacher summarizes the lesson.
- The teacher asks a student to lead a prayer.
- The teacher says good bye.

2. Meeting II

a. Opening Activities (10 minutes):

- The teacher greets the students.
- The teacher asks a student to lead a prayer.
- The teacher checks students' attendance.
- The teacher reviews materials from the previous meeting.

b. Main Activities (60 minutes):

Steps	Activities
Modelling of the Text (MOT)	6. The teacher and the students discuss the homework that the teacher has given the previous meeting (15 minutes).
Joint	7. The teacher divides the students into small groups of

Construction of the Text (JCOT)	<p>four or five and asks them to sit based on their own group. The teacher gives each group a worksheet (Task 6 of Appendix 2) to find the meaning of words in a table. Those words are taken from a text that they are going to discuss in the next activity (<i>15 minutes</i>).</p> <p>8. The teacher shows the groups presentation slides (Task 7 of Appendix 2) and tells them that they are going to have a discussion about the content of a recount text entitled '<i>It's Only Me</i>'. Then, the teacher explains that the discussion consists of three stages, namely predicting the content of the recount text; reading the content of the recount text; and confirming the predictions that have been made. After that, the teacher distributes a Prediction Verification Checklist (Task 8 of Appendix 2) to the groups to be filled during the discussion process (<i>5 minutes</i>).</p> <p>9. The teacher lead the discussion and shows the groups presentation slides (Task 7 of Appendix 2). Then, the teacher shows the title of the text (<i>slide 1</i>) and has the groups predict what the text will be about by writing down the prediction on the Prediction Verification Checklist. The teacher guides the prediction making through questions, the title of the text and the picture that the text contains. After that, the teacher asks each group to mention their predictions and write them down on the whiteboard. After that, the teacher asks the groups to read the first part of the text (<i>slide 2</i>). Then, the teacher and the groups decide which predictions are accurate based on the information from the part of the text. This activity continues until the groups finish reading the text. Finally, the teacher and the groups conclude the discussion (<i>25 minutes</i>).</p>
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c. Closing Activities (*10 minutes*):

- The teacher asks about the students' difficulties during the teaching and learning process.
- The teacher summarizes the lesson.
- The teacher asks a student to lead a prayer.
- The teacher says good bye.

3. Meeting III

a. Opening Activities (*5 minutes*):

- The teacher greets the students.
- The teacher asks a student to lead a prayer.
- The teacher checks students' attendance.
- The teacher starts the lesson.

b. Main Activities (60 minutes):

Steps	Activities
Joint Construction of the Text (JCOT)	10. The teacher asks the students again about the text entitled ' <i>It's Only Me</i> ' that they have discussed in the previous meeting. As a reinforcement attempt, the teacher gives the students another task related to the text comprehension (Task 9 of Appendix 2) (15 minutes). 11. The teacher guides the students to identify the language features of the text in Activity 8 (Task 10 of Appendix 2). Then, the students do the exercise related to the language features of the text in Activity 8, especially about <i>personal pronoun</i> (25 minutes).
Independent Construction of the Text (ICOT)	12. The teacher distributes a worksheet that consists of 25 multiple-choice items to the students (Appendix 3). To answer the questions, the teacher reminds the students to pay attention to clues such as titles and pictures that the texts contain (30 minutes).

c. Closing Activities (5 minutes):

- The teacher asks a student to lead a prayer.
- The teacher says good bye.

H. Material Resources

1. Anderson, Mark and Cathy Anderson. 1997. *Text Types in English*. South Yarra: Macmillan Education Australia PTY Ltd.
2. Priyana, Joko, Arnys R. Iriyanti and Virga Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Pusat Perbukuan Departemen Pendidikan Nasional.
3. <http://www.webcomicsnation.com>

I. Media

The media to be used consist of:

- a laptop;
- presentation slides;
- flash cards; and
- student worksheets.

J. Assessment

- Technique : Written Test
- Form : Multiple-Choice Test

K. Assessment Rubric

- **Scoring**

No.	Criteria	Score
1.	Answering an item correctly	4
2.	Answering an item wrongly	0

- **Maximum Score** : 100
- **Score** : The Number of Correct Answers x 4

Yogyakarta, _____

Approved by
English Teacher

Researcher

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APPENDICES

Appendix 1: Learning Materials

1. Recount Texts:

Visiting Grandma	Title
<p>Last Christmas, my family and I visited Grandma in Yogyakarta. After my grandpa died, she lived alone. Only Moby, her cat, which always accompanied her. She welcomed us warmly and hugged us when we arrived in front of her house. We felt so happy to meet each other at that time.</p>	Orientation
<p>After having a dinner together, Grandma gathered us in the living room. She brought some presents for us. Then, she gave everyone a present. My father, my mother and my sister got a big box while I only got a small envelope. I felt a bit upset at first since everyone but me got a big present.</p>	Events
<p>But, when we opened our present, I did not feel upset any longer. Everyone got a nice sweater that Grandma knitted by herself and I got money from her. The amount was quite much. Grandma said sorry for me because she she did not have enough time to finish my sweater after a mess that Moby made. It seemed that after we opened our presents, it was now them who looked a bit unhappy. Then, grandma took a picture of us before we went to the bed. I gave her a big smile. Thanks, Grandma.</p>	

2. Rhetoric Steps of Recount Texts:

<p>A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred. A recount text consists of:</p> <ul style="list-style-type: none"> a. an orientation that gives background information about who, what, where and when; b. events that retell the events in the order in which they happened; and c. a concluding paragraph that may include a personal comment (not always necessary).
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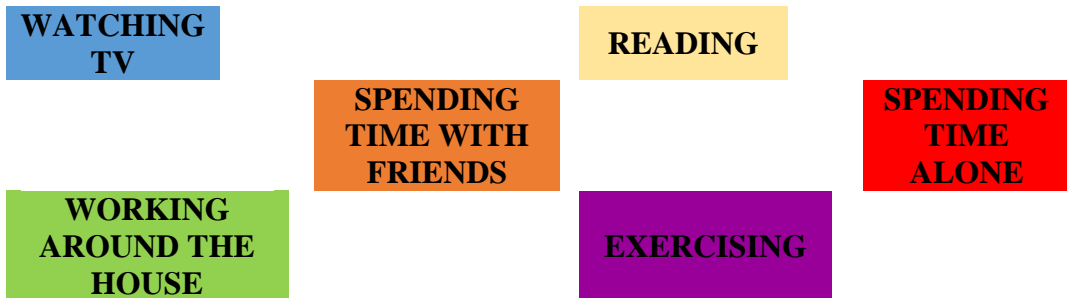
3. Common Language Features of Recount Texts:

<ul style="list-style-type: none"> a. proper nouns to identify those involved in the text; b. descriptive words to give tails about <i>who, what, when, where</i> and how (for example, <i>adverbs</i> and <i>adjectives</i>); c. the use of the past tense to retell the events; and d. connecting words that show the order of events (for example, <i>first, after that, next, then, finally, before, after that, later, at the end, </i>). e. connecting words that show
--

Appendix 2: Tasks

Task 1

Look at the chart below. Then, answer the following questions. Share your answers with your teacher and classmates.



1. Which of those activities do you often do in your free time?
2. What other activities do you want to do in your free time?
3. What did you do last holiday?
4. How did you feel during your holiday?
5. What unforgettable moment did you find during the holiday?

Task 2

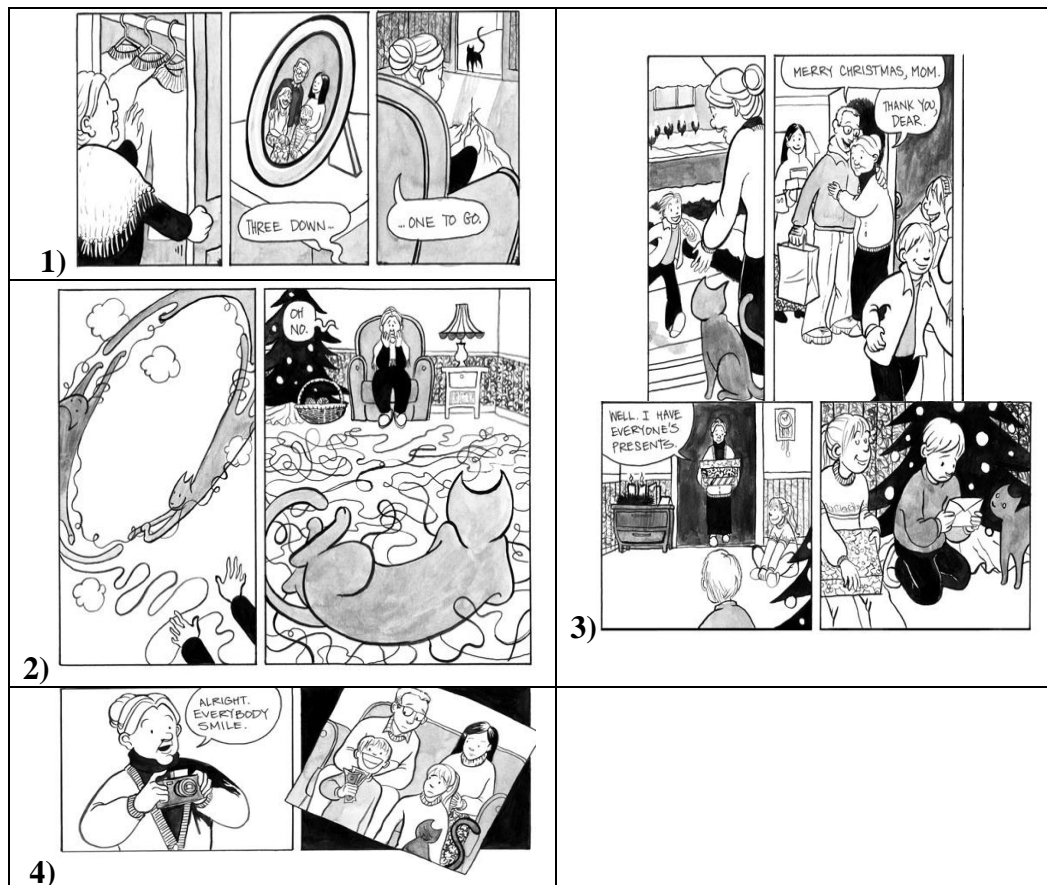
In pairs, match the words in box A to their meaning in box B. Look at the example.

A		B
1. accompany (<i>kkt</i>)		a. to make clothes, etc. by using two long needles to connect wool or another type of thread into joined rows
2. envelope (<i>kb</i>)	<i>e</i>	b. when people or animals gather, they come together in a group
3. gather (<i>kki</i>)		c. worried, unhappy, disappointed
4. knit (<i>kkt/kki</i>)		d. a situation that is full of problems
5. mess (<i>kb</i>)		e. a flat, usually square or rectangular, paper container for a letter
6. upset (<i>ks</i>)		f. to go with someone

Task 3

Look at the following series of pictures. Based on the picture sequences, try to predict the answers to the questions below. Do it in a group of four or five.

Situation: Last Christmas, Johny, his parents and his sister visited their Grandma.



(Pictured are taken from: <http://www.webcomicsnation.com>)

No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	<p>1. What do you think Grandma was doing a day before Johnny and his family came?</p> <p>Prediction:</p> <p>Correction after Reading:</p>			
2.	<p>1. What did Johnny receive from Grandma? And what did the other family members receive from Grandma?</p> <p>Prediction:</p> <p>Correction after Reading:</p>			
3.	<p>1. Why did Grandma give Johnny a different present?</p> <p>Prediction:</p> <p>Correction after Reading:</p>			
4.	<p>1. In the end, how did each family member feel about their present?</p> <p>Prediction:</p> <p>Correction after Reading:</p>			

Task 4

After predicting the answer to the questions above, read the following text entitled “Visiting Grandma”. Then, together with your teacher, check whether your predictions to each question in Task 3 are *accurate*, *less accurate*, or *inaccurate*. Correct them if your predictions are *less accurate*, or *inaccurate*.

Visiting Grandma

Last Christmas, my family and I visited Grandma in Yogyakarta. After my grandpa died, she lived alone. Only Moby, her cat, which always accompanied her. She welcomed us warmly and hugged us when we arrived in front of her house. We felt so happy to meet each other at that time.

After having a dinner together, Grandma gathered us in the living room. She brought some presents for us. Then, she gave everyone a present. My father, my mother and my sister got a big box while I only got a small envelope. I felt a bit upset at first since everyone but me got a big present.

But, when we opened our present, I did not feel upset any longer. Everyone got a nice sweater that Grandma knitted by herself and I got money from her. The amount was quite much. Grandma said sorry for me because she she did not have enough time to finish knitting my sweater after a mess that Moby made. It seemed that after we opened our presents, it was now them who looked a bit unhappy. Then, grandma took a picture of us before we went to the bed. I gave her a big smile. Thanks, Grandma.

Task 5

Study the rule below. Then, do the exercises below.

Connectives

In the text in Task 4, you find words used to start, connect a sentence with the next one, and end an explanation. Those words and phrases are: *after*, *when*, *then*, *while*, *since*, *because* and *before*.

Those words are called connectives. There are many other examples of connectives. Below are some examples of connectives to show time sequences, to indicate cause and effect and to contrast.

- **To show time sequence:** *next*, *after that*, *later*, etc.
- **To indicate cause and effect:** *for*, *as*, *so*, *consequently* etc.
- **To contrast:** *but*, *however*, *although*, etc.

Read the following jumble sentences. Then, put the sentences in the right order. Pay attention to the connectives that show sequence. Look at the example below.

Paragraph	Order
First, I got on a big yellow bus. I was excited. Next, we arrived at the zoo.	1
Then, we drove for about an hour on the highway. I saw a lot of big trucks. Some of the big trucks honked their horns.
I wanted to see the monkeys first.
After looking at the monkeys, I saw a large python. It was cool.
Finally I got on the bus and went home.

Now, choose the right connective from the list below to join together the following short sentences.

as	consequently	after	when	although
----	--------------	-------	------	----------

For example:

I fell over.	and
I hurted my leg.	
I fell over and I hurted my leg.	

1. He checked that the road was clear. He drove away.
2. It was extremely dark. The lights were switched off.
3. The girls were eating burgers. We saw them at lunchtime.
4. They became happier. They won the lottery last year.
5. We arrived on time. The train was delayed.

Task 6

In a group of four or five, match the following words with their meanings.

No.	English	Definition
1.	attend (kkt)	feeling very happy and enthusiastic
2.	dress up (kki)	to go to an event, place, etc.
3.	enter (kkt)	to put on special clothes in order to change your appearance
4.	excited (ks)	to come or go into a particular place
5.	frighten (kkt)	the work of keeping a house clean and tidy
6.	housework (kb)	to cover part of the body with clothes, shoes, make-up or something similar
7.	intend (kkt)	to have as a plan or purpose
8.	put on (kkt)	to (cause to) move against a hard surface with force and usually a loud noise
9.	slam (kkt)	to make someone feel fear

Task 7

Look at the following slides that your teacher are going to show you and listen to the instruction that your teacher gives. Then, fill the Prediction Verification Checklist in Task 8. Use predictions to answer the questions. Work in a group of four or five.

Slide 1:

Part 1: Predicting

“It’s Only Me”



She tried to explained the situation

1. According to the title of the text and the picture above, what do you think the story will be about?
2. Who is the person that make the officer surprised? Is the person a thief, the house owner or a ghost?

Part 2: Reading

Read the first part of the text below.

After her husband had gone to work, Mrs. Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning because in the evening she would attend a costume party with her husband. She intended to dress up as a ghost and she made her costume the night before. She was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs. Richards went downstairs.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 2

Part 1: Predicting

1. Do you think it would be alright for Mrs. Richards to try her costume in the

house in the morning?

Part 2: Reading

Read the second part of the text below.

Just as Mrs. Richards was entering the dining room, there was a knock on the front door. She knew that it must be the baker. She had told him to come and leave the bread on the kitchen table.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 3

Part 1: Predicting

1. What would Mrs. Richards do to deal with the situation? Would she change her costume and met the man, hid somewhere, or tried to frighten the man using her costume?

Part 2: Reading

Read the third part of the text below.

Not wanting to frighten the poor man, Mrs. Richards quickly hid in the small store room under the stairs. She heard the front door open. Suddenly the door of the store room was opened and a man entered.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

Slide 4

Part 1: Predicting

1. Look at the picture on Slide 1. Looking at the book that the man brought, who was possibly the man entering Mrs. Richards' house?
2. How would the man react if he meet Mrs. Richards in her costume?

Part 2: Reading

Read the fourth part of the text below.

Mrs. Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation by saying "It's only me" but it was too late. The man cried and jumped back several paces. When Mrs. Richards walked towards him, he run, slamming the door behind him.

Part 3: Confirming Predictions

1. Do you find your prediction accurate, less accurate or inaccurate?
2. If your prediction is accurate, what do you find in the text to prove your prediction?
3. If your prediction is less accurate or inaccurate, what do you find in the text that cause you to modify your prediction?

(The text was adapted from: Alexander, L.G. 1975. *Developing Skills: An Integrated Course for Intermediate Students*. Yogyakarta: Penerbit Kanisius)

Task 8

Before reading, record your predictions about the content of the text in the first column of this Prediction Verification Checklist. After you read, put a thick (✓) in the appropriate column to indicate if the prediction is *Accurate*, *Less Accurate* or *Inaccurate*.

Group Members :

Text Title :

Prediction Verification Checklist

No.	Prediction	Accurate	Less Accurate	Inaccurate
1.	<p>1. According to the title of the text and the picture above, what do you think the story will be about?</p> <p>2. Who is the person that make the officer surprised? Is the person a thief, the house owner or a ghost?</p> <p>Prediction:</p> <p>Correction after Reading:</p>			
2.	<p>1. Do you think it would be alright for Mrs. Richards to try her costume in the house in the morning?</p> <p>Prediction:</p>			

	Correction after Reading:			
3.	<p>1. What would Mrs. Richards do to deal with the situation? Would she change her costume and met the man, hid somewhere, or tried to frighten the man using her costume?</p> <p>Prediction:</p> <p>Correction after Reading:</p>			
4.	<p>1. Look at the picture on Slide 1. Looking at the book that the man brought, who was possibly the man entering Mrs. Richards' house?</p> <p>2. How would the man react if he meet Mrs. Richards in her costume?</p> <p>Prediction:</p> <p>Correction after Reading:</p>			

Task 9

Now, read again the text that you have in Tasks 7 and 8. Then, answer the following questions.

<p style="text-align: center;">“It’s Only Me”</p> <p><i>After her husband had gone to work, Mrs. Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning because in the evening she would attend a costume party with her husband. She intended to dress up as a ghost and she made her costume the night before. She was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs. Richards went downstairs.</i></p> <p><i>Just as Mrs. Richards was entering the dining room, there was a knock on the front door. She knew that it must be the baker. She had told him to come and leave the bread on the kitchen table. Not wanting to frighten the poor man, Mrs. Richards quickly hid in the small store room under the stairs. She heard the front door open. Suddenly the door of the store room was opened and a man entered.</i></p>
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Mrs. Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation by saying “It’s only me” but it was too late. The man cried and jumped back several paces. When Mrs. Richards walked towards him, he run, slamming the door behind him.

1. Why did Mrs. Richards make a ghost costume?
2. What made Mrs. Richards hide when there was someone entered her house?
3. Where did Mrs. Richards hide?
4. “After putting it on, Mrs. Richards went downstairs (paragraph 1).” The underlined word refers to
5. How did the man react when he met Mrs. Richards?

Task 10

Study the following rule. Then, do the exercise.

Personal Pronouns as Subjects and Objects

In the text in Task 7, you find the following sentences:

She was impatient to try it on.

Though the costume consisted only of a sheet, it was very effective.

When Mrs. Richards walked towards him, he run, slamming the door behind him.

The underlined words are called *pronoun*. Pronoun mean *for a noun*. Nouns are words that name persons, places, things, or actions. Pronouns are words that stand for nouns and can take the place of nouns in sentences. There are many types of pronouns, one of them is *personal pronouns*.

Personal pronouns are used to represent people. If the pronoun is the subject of the sentence, we say it is a subject pronoun. If the pronoun is the object of the sentence, we say it is an object pronoun.

Person	Subject Pronouns – Singular	Subject Pronouns - Plural
1st	I	We
2nd	You	You
3rd	He/She/It	They

Person	Object Pronouns – Singular	Object Pronouns - Plural
1st	Me	Us
2nd	You	You
3rd	Him/Her/It	Them

Now, Circle the pronoun in each sentence. On the line in front of each sentence, write “S” if the pronoun is a subject pronoun or “O” if the pronoun is an object pronoun.

- _____ 1. Mary gave me the letter.
- _____ 2. They are going to watch a movie at the new theater.
- _____ 3. It is inside the pocket of the black backpack.
- _____ 4. The librarian gave me the library book.
- _____ 5. Aunt Marie baked him a delicious chocolate cake.

Complete the following sentences using the right pronoun.

1. Joelle listened to music on her iPod. After an hour, ____ ran out of batteries.
2. Grandma and Grandpa went on a trip to Mexico. ____ will be back next week.
3. Pick up your toys and put ____ away.
4. If we ask her, she will teach ____ how to play chess.

Appendix 3:

READING COMPREHENSION TEST

Name :	_____
Class :	_____
Date :	_____

Choose either A, B, C, or D for the correct answer.

Questions 1 to 5 are based on Text 1.

Text 1

A GREEN COUPON

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend, Benny. He asked me to accompany him to the bookstore.



Finally, we were out. In the street, I saw a green coupon. Interested in its colour, I took it, then Benny and I read this out. We were fully shocked, it was a receipt of a four night tour to Lombok! The expired date was that day. To our surprise, the name was Benny Irawan and the birth date was exactly the same as the birth date of Benny my friend, and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lying in the warm sun. Moreover, we had a long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

The text was adapted from: English in Focus for Grade VIII Junior High School (SMP/MTs)

The picture was taken from: <http://www.wikihow.com>

1. How did they respond when they found the coupon a receipt of a four night tour to Lombok?
 - A. Disappointed
 - B. Distressed

- C. Surprised
 - D. Good
2. Why were the writer and his friend in a hurry to the tour agency?
- A. Because the our agency asked them to do so
 - B. Because it was the last valid day for the coupon
 - C. Because they wanted to return the coupon to the our agency
 - D. Because they left for Lombok from the office of the our agency
3. On what day did the writer and his friend spend their time in Senggigi Beach?
- A. Sunday
 - B. Monday
 - C. Tuesday
 - D. Saturday
4. Which one of the following statements is true based on the text?
- A. The coupon belonged to the author's friend, Benny.
 - B. The author received a phone call from a tour agency.
 - C. It was the author's name and date of birth written on the coupon.
 - D. The author and his friend happened to find the coupon on their way to the bookstore.
5. ...*Benny and I read this out* (Paragraph 2).
The underlined word refers to....
- A. a recipe
 - B. the phone call
 - C. the green receipt
 - D. the discount book coupon

Questions 6 to 10 are based on Text 2.

Text 2

I really hate flying. Once, something happened to me. When I was on board, the plane started taking on. It seemed that everything was all right. But suddenly I saw smoke coming from the engine of the plane. The engine was on fire and the plane started to rattle. Suddenly the captain said to us in very calm voice. "Ladies and gentlemen, we are having a little problem with one of the engines. There is no need to panic. Keep your seat belts fastened. We are going to return to the airport."



You can imagine how frightened I was, but the crew was fantastic. The flight attendants were really calm and told us not to worry. One of them told me to relax and said that everything would be all right.

A few minutes later, we were coming in to land. The pilot made a smooth landing on the runway. It was over, and we were saved. I took a taxi and went home. From that day on, I decided not to fly anymore.

The text was adapted from: <https://www.sumberbelajar.belajar.kemdikbud.go.id>

The picture was taken from: <http://www.gograph.com/illustration/beautiful-stewardess-gg59323893.html>

6. What is the best title for the above text?
 - A. A crash in the air
 - B. A fantastic aircraft crew
 - C. A fire incident in a flight
 - D. My bad experience getting on a plane
7. Paragraph one of the text tells us about....
 - A. how fantastic the aircraft crew was
 - B. why the writer hated getting on a plane
 - C. tasks of an aircraft crew during a flight
 - D. how to deal with an emergency situation in a flight

8. *One of them told me to relax and said that everything would be all right* (Paragraph 2).

The underlined word refers to....

- A. the pilot captain
- B. the aircraft crew members
- C. one of the flight attendants
- D. another aircraft passenger who sat beside the writer

9. *You can imagine how frightened I was, but the crew was fantastic* (Paragraph 2).

The underlined word has the closest meaning to....

- A. angry
- B. afraid
- C. nervous
- D. confident

10. These are true about the writer, except....

- A. he went home and would try another air flight next time
- B. he was one of the save passengers from the accident
- C. he flew with fantastic aircraft crew
- D. he had a bad flying experience

Questions 11 to 15 are based on Text 3.

Text 3

Fun at the Zoo

Yesterday, I went to the zoo with my family. It was really fun. We went on a ferry and the water made the boat rock. My little brother said he felt sick, but I didn't. I was looking at the seagulls. When we got to the zoo, there were a lot of people waiting to go inside.

The first animal we saw was a great, big elephant. She was just standing near the fence looking at us. Soon, my little brother said he was hungry so Mum bought us some popcorn.

After that we saw a tiger. He was lying in the long grass. He looked sleepy. Next we looked at the kangaroos. They were sitting in the shade. Some were scratching themselves with their front paws. Then my little brother said he was still hungry so Mum bought us ice cream.

The monkeys were our next destination. They were swinging from tree to tree. They were really loud and very funny. My little brother poked his tongue out at a monkey and it grabbed his ice cream through the cage. My little brother cried and I laughed.



Soon it was time to leave. We went back on a ferry and my little brother felt sick again. I didn't, I was looking at all the boats. I thought it was great fun at the zoo. I wonder what my brother thought.

The text was adapted from:

<http://www.teachersuperstore.com.au/product/comprehension/reading-box-blue/>

11. How did the writer's family get to the zoo?
 - A. By car
 - B. By bus
 - C. By boat
 - D. By train
12. During their journey to the zoo, the writer....
 - A. felt sick
 - B. wanted to vomit
 - C. took a look at the ferry
 - D. enjoyed watching birds
13. Based on the story above, the right sequence for animals that the writer saw in the zoo is....
 - A. seagulls, an elephant, a tiger, kangaroos and monkeys
 - B. seagulls, an elephant, kangaroos and monkeys
 - C. a tiger, an elephant, monkeys and kangaroos
 - D. an elephant, a tiger, kangaroos and monkeys
14. The writer's brother cried when....
 - A. he saw monkeys because he was afraid of them
 - B. it was time for him and the witer to go home
 - C. a monkey grabbed his ice cream and ate it
 - D. the writer laughed at him
15. Based on the story, which of the following animals was scratching using their paws when the writer and his brother came to see them?
 - A. The tigers
 - B. The monkeys
 - C. The elephants
 - D. The kangaroos

Questions 16 to 20 are based on Text 4.

Text 4

The Expiration Date

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.



Soon the bus was noisy with gulping sounds. Everyone was enjoying their own drink. Everyone? Well, no...! I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the cartoon. May 20! Gosh ... that was nearly two months ago. I stood up, cleared my throat and said, "Stop drinking! These soft drinks are already expired. The expiry date was last May." At once almost everyone stopped drinking. Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, "You fool, that's May next year, not May this year!" Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later that the drinks tasted sour because they had a new lime flavor.

The text was taken from: <http://juprimalino.blogspot.com/2013/03/recount-and-descriptive-texts-english.html>

The picture was taken from: http://7summitstravel.com/?page_id=196

16. Why did not the writer enjoy his softdrink?
- A. Because he thought the softdrink tasted sour
 - B. Because the softdrink could not satisfy his thirst
 - C. Because he did not like lime-flavoured softdrinks
 - D. Because he had already known that the softdrink had expired
17. Why did everyone stop drinking?
- A. Because they no longer felt thirsty
 - B. Because they found the softdrink tasted unpleasant
 - C. Because they were told that the softdrinks had expired
 - D. Because they were suspicious of the softdrinks' expiry date

18. *Now everybody gave me a dark look* (Paragraph 3).
What does the underlined phrase mean?
- A. angry
 - B. relieved
 - C. thankful
 - D. disappointed
19. Based on the story above, what can be inferred?
- A. The students could not drink the softdrinks because they were sour.
 - B. The softdrinks that the students drank had expired two months ago.
 - C. The writer's carelessness made the rest cannot drink.
 - D. The writer hated lime-flavoured drinks.
20. *Gosh ... that was nearly two months ago* (Paragraph 2).
The underlined word refers to....
- A. that trip which the writer joint
 - B. the soft drinks' expiry date
 - C. the writer's soft drink
 - D. the soft drinks

Questions 21 to 25 are based on Text 5.

Text 5

Going to the Circus

Last Sunday, Jenny went to the circus with Eddy and Willy to spend their school holiday. First, they saw a performance by the seals. The seals balanced themselves on tires and rolled round the ring. A seal balanced on a stool with an umbrella on its nose. After that, the trainer fed them fish.

The next performance was the knife-throwing act. Jenny was afraid to watch it, so she covered her eyes with her hand. Soon after that, it was the lion's act. It was the most exciting performance. The lion jumped through the burning hoops. Everyone held their breath when the lion trainer put his head into the lion's mouth.

Finally, it was the clown's act. Jenny and her brothers liked the clowns' act best. They looked funny with their painted faces and baggy costumes. One of them swung a pail at Jenny. She screamed! Scraps of paper flew out of the pail and audience laughed.

The text was adapted from: <http://englishclinicclub.blogspot.com/2010/02/7-recount-text-quiz.html>

21. What is the text about?
- A. Jenny, Eddy, and Willy spending their school holiday together
 - B. Jenny's embarrassing experience watching a circus
 - C. Jenny's favourite circus performances
 - D. Wonderful circus performances
22. What was the last performance that Jenny saw?
- A. The best costumes
 - B. The clown's act
 - C. The magic pail
 - D. The lion's ac
23. It was the most exciting performance (Paragraph 2).
The underlined word refers to....
- A. the knife-throwing act and the lion's act
 - B. the knife-throwing act
 - C. the lion's act
 - D. the lion
24. What did one of the clowns do to Jenny?
- A. He swung a pail of paper scraps.
 - B. He clapped his hands.
 - C. He painted her faces.
 - D. He laughed at her.
25. Based on the story above, what was the most favourite performance of Jenny's brothers?
- A. The lion's act
 - B. The knife-throwing act
 - C. The performance by the seals
 - D. The performance by the clowns



ANSWER KEY
THE READING COMPREHENSION POST-TEST II

- | | | |
|-------|-------|-------|
| 1. C | 11. C | 21. D |
| 2. B | 12. D | 22. B |
| 3. B | 13. D | 23. C |
| 4. D | 14. C | 24. A |
| 5. B | 15. D | 25. D |
| 6. D | 16. A | |
| 7. B | 17. C | |
| 8. C | 18. A | |
| 9. B | 19. C | |
| 10. A | 20. B | |

Total Answer:

A: 4

B: 7

C: 7

D: 7

APPENDIX K

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 1030/UN.34.12/DT/X/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

31 Oktober 2013

Kepada Yth.
SMPN 1 Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:


USING DIRECTED READING-THINKING ACTIVITY TO IMPROVE THE READING COMPREHENSION ABILITY OF THE EIGHT GRADE STUDENTS OF SMPN 1 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : RIANA NOVITA
NIM : 08202244003
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November 2013
Lokasi Penelitian : SMPN 1 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.


Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMPN 1 Yogyakarta



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NCMOR : 070/2990
1062/14

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/v/7718/10/2013 Tanggal : 30/10/2013
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : RIANA NOVITA NO MHS / NIM : 08202244003
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Suharso, M.Pd.
Keperluan : Melakukan Penelitian dengan judul Proposal : USING DIRECTED READING-THINKING ACTIVITY (DR-TA) TO IMPROVE THE READING COMPREHENSION ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Lokasi/Responden : Kota Yogyakarta
Waktu : 30/10/2013 Sampai 30/01/2014
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

RIANA NOVITA

Dikeluarkan di : Yogyakarta
pada Tanggal : 1-11-2013

An. Kepala Dinas Perizinan
Sekretaris

ENY RETNOWATI, SH
NIP. 196103031988032004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMP Negeri 1 Yogyakarta
5. Ybs.